DOCUMENT RESUME

ED 438 452 CE 079 773

TITLE	Phare Multi-Country Programme for Distance Education. Programme Compendium.
INSTITUTION	European Training Foundation, Turin (Italy).
PUB DATE	1999-00-00
NOTE	96p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Education; Adult Educators; Course Content; Course Descriptions; *Curriculum Development; Developing Nations; *Distance Education; *Economic Development; Educational Change; *Educational Development; Educational Research; Foreign Countries; International Cooperation; International Educational Exchange; *Open Education; Postsecondary Education; Secondary Education; Trainers; *Training; Training Methods
IDENTIFIERS	*Europe (East Central)

ABSTRACT

This publication provides information on the achievements of the Phare Multi-Country Program for Distance Education. Chapter 1 contains two introductory papers. Chapter 2 contains country profiles that describe establishment of distance education infrastructures in the 13 Phare partner countries: Albania; Federation of Bosnia and Herzegovina; Bulgaria; Czech Republic; Estonia; Former Yugoslav Republic of Macedonia; Hungary; Latvia; Lithuania; Poland; Romania; Slovakia; and Slovenia. Chapter 3 provides information about human resource development initiatives, including LOLA--Learning About Open Learning, one of the most comprehensive and ambitious of the train-the-trainers programs. Chapter 4 discusses national and regional programs to develop Open-Distance-Learning courses in areas of strategic importance to the socioeconomic development in Phare countries and the Course Module Development projects for transnational course development. Summary sheets describe 27 courses. Chapter 5 provides information on the European Studies Program and three courses developed for it on European legislation. Chapter 6 describes the following two strategic studies: Study on Legislation, Accreditation, Recognition, and Quality Assurance Methods Applied to Open and Distance Learning In Central and Eastern Europe; and Study on Infrastructure and Market Developments Related to ODL in Central and Eastern Europe. Chapter 7 provides the contact information. (YLB)

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ED 438 452

PHARE MULTI-COUNTRY PROGRAMME
FOR DISTANCE EDUCATION

PROGRAMME COMPENDIUM

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INTRODUCTION 1

THE PHARE MULTI-COUNTRY PROGRAMME FOR DISTANCE EDUCATION

By *Dr. Péter Soltész*
Chairman of the Programme Steering Committee

Since the early nineties the education systems of the Central European region have faced and are still facing - important, if not insurmountable challenges. The radical changes of the political and economical structures raised new educational and training needs from qualitative as well as quantitative point of view.

The massification of the education system, especially the tertiary education system proved to be a basic tendency of the democratic systems in the developed countries and it became one of the major objectives of the Central European countries.

On the other side privatised market economy presented new demands for curriculum, for new forms and methods of education.

It was foreseeable that inertia and obsolete management of higher education would be an important obstacle for a rapid transformation of the regular education system.

These arguments led us to the following conclusions:

The regular school system with the traditional classroom education is not fully able to comply with the new societal needs. There was, and still is, a necessity to introduce new forms and methods into the systems. This procedure of thinking resulted - in several countries - in the establishment of the short cycle sector of the tertiary education system.

In the same way and with the help of a multi-country co-operation supported by the European Union a consensus among eleven - Phare beneficiary - countries was reached on the imposing necessity to introduce open-distance-learning (ODL) structures into the countries education systems.

The project started in 1993-94 by launching a pilot project - preceded by a first feasibility study - and later on, not without administrative obstacles, a massive follow-up project was accepted by the European Commission.

A natural step forward was the elaboration of a harmonised ODL development strategy for the 11 abovementioned countries. This had been initiated by Hungarian experts and a structured development is going on under the supervision of a 11-member Steering Committee.

Major outcomes of the multi-country project

The project produced or will produce by the end of 1999:

- 11 National Contact Points in the participating countries, set up by the governments and serving as National Centres for ODL.
- 40 ODL Study Centres covering the region of the 11 countries and equipped appropriately for ODL
- Hundreds of teachers and professors retrained in different fields of ODL (managers, curriculum developers, tutors, and others) in EU distance education centres
- 27 consortia, composed of at least two Phare institutions and one EU institution. These consortia by the end of 1999, are expected to produce ODL courses in both English and local language version. These curricula will be available for the whole network
- Studies giving the guidelines for ODL legislation and information technology development for distance education in the participating countries.

I am very pleased that the Programme in 1999 has been extended to Bosnia and Herzegovina and to the Former Yugoslav Republic of Macedonia. This will bring the network up to 45 Study Centres and 12 NCPs.

Problems, raised during the implementation of the multi-country project

- In most of the participating countries we had to get rid of the soviet type education by correspondence. This education by correspondence had no special pedagogical approach (in fact it used the same teaching materials then the face to face education) and did not introduce any special technology to support the knowledge transition procedure. This justifies the still ongoing awareness raising activities for real ODL in the countries of the region.

- Technology must only be a support of the learning procedure and not the protagonist of it. Some spectacular and lucrative examples in developed countries show to what extent technology can overshadow the learning procedure, sometimes completely eliminating the innovative pedagogical approach. This phenomenon - we call it the technological trap - is not easy to avoid in a country without ODL experience. That is why the study on the introduction of information technology, to be prepared by the end of 1999, is so important for future developments.

- The new pedagogical approach and the supportive technology raise new quality questions. Here we find the most serious problem of ODL: quality assurance. Without well-elaborated quality management of ODL - and actually we are certainly missing it - it is difficult to get a good reputation for ODL. Rigid regular education systems are not able to cope with the new training needs and entrepreneurial ODL deliverers fill the gap and make money with their low level ODL products. A strict accreditation system is needed to avoid these anomalies.

- The missing quality management is certainly one of the reasons for which governments are reluctant to establish appropriate legislative basis for ODL. Here again, a further study is envisaged to lead the countries toward a homogenous ODL legislation.

Defining one of the main objectives of the project in the future I would like to emphasise the possible positive impact of the project's results on EU-integration. I am convinced that the forty-element educational centre network and the human resources developed can play a major role in the improvement of the micro-economic environment of each centre. This means that the centres can stimulate the regional and economic activities of the human sector of the immediate environment, as

well as the preparation for the EU-integration of the micro-region. A project aiming at such follow-up activities is under development.

Last, but not least I would like to express my appreciation to the participants of the project: to the outstanding members of the Steering Committee - to my friends -, to the colleagues working at Directorate General 1 of the European Commission and to the European Training Foundation, to the directors of the National Contact Points, to the heads of the 40 educational centres, to our friends and experts from the EU countries and to all that contributed to the success of the project.

THE PHARE ODL NETWORK: AN INNOVATIVE RESOURCE

BY *PETER DE ROOIJ*
DIRECTOR
EUROPEAN TRAINING FOUNDATION

It is a big pleasure for me to introduce this Programme Compendium. It tells a remarkable story. It is a story of how big achievements can be made within a short time frame and with relatively modest financial resources when committed people and committed institutions work together.

One of the main objectives set up for the Phare Multi-country Programme for Distance Education was to contribute to the reforms of the education and training systems of the Phare countries. This Programme Compendium demonstrates that this has been achieved – probably to an extent and with such tangible results, which neither the Phare partner countries or the European Union dared hope for when the programme was launched in 1994.

New legislation and innovative policies have been adopted, providing the framework for more flexibility and wider access to education and training. In most countries these policy reforms have been influenced by the results and the momentum created by the Programme.

More importantly, maybe, hundreds of institutions have taken upon themselves to pioneer new and innovative education and training programmes using open and distance learning. They have developed new courses and programmes, they have encouraged their academic and teaching staffs to take up new pedagogical methods and techniques, and they are now using the networked multimedia technologies, which will have such a pivotal role in education and training in the Information Society.

The Phare Multi-country Programme for Distance Education was the brainchild of a group of visionary people from the Phare countries. The idea of a concerted trans-national effort grew out of ODL initiatives taken in some of the countries in the very early 1990'es. This is important in order to understand the success of the Programme. It came at the right time and in response to emerging developments already initiated by the Phare countries themselves.

The multi-country approach in an efficient and effective way ensured that all Phare countries today are working against a concerted conceptual and strategic framework in the area of ODL. This

framework constitutes a robust foundation for strategic policy assessments, joint course development, programme exchange, trans-national teaching teams, credit transfer agreements, and other measures which in the future will optimise trans-regional cohesion and economies of scale.

This is fully in line with another main objective of the programme, namely to support co-operation in the area of ODL among the Phare countries and with the European Union. The multi-country approach has put the Phare ODL Network into the very centre of European ODL. The continued development of ODL in Europe will depend on the Phare ODL Network. It already is an active player in leading European and international ODL organisations such as the European Association of Distance Teaching Universities (EADTU), the European Distance Education Network (EDEN) and the International Council for Distance Education (ICDE). Strategic alliances and long-term partnerships have been built up on a bi-lateral basis with hundreds of organisations, both within the European Union and in the wider international ODL community.

The Phare ODL network is but just one element in a much more comprehensive and much more complex reform of the education and training systems of Central and Eastern Europe. In spite of all the achievements made the basic questions and challenges remain. They are more urgent and pressing than ever.

How do we increase the capacity of our education and training systems? How do we open these systems to new groups of professionally active learners? How do we achieve flexibility? How do we meet continuously changing and diverse needs for education and training? How do we support lifelong and continuing education in a flexible and cost-effective way? How do we strengthen the European and global dimension in our education and training programmes? In short: How do we reform our post-secondary education and training systems?

These questions are crucially important to all education and training institutions. In the European Union as well as in the countries of Central and Eastern Europe. They concern new patterns of learning. They concern skills and knowledge requirements of a completely new nature. They concern new target groups. They concern innovations in our educational institutions. They concern cohesive economic and social growth. They concern the building-up and consolidation of democratically governed institutions. They are not just questions concerning tomorrow. They are questions concerning today.

The Phare ODL Network has proved how ODL is an indispensable element in the innovation of our education and training systems:

- It enables institutions to expand their teaching capacity, at a relatively modest up-front investment and low operating costs;
- It widens the access for new and broader target groups who are key to the socio-economic development, but who otherwise cannot afford or find time for any further education;
- It supports a more cohesive and uniform geographical and social distribution of education by making new programmes available to regions outside the educational and economic centres;
- It can be targeted to specific priority sectors and to the specific needs of industry and companies;
- It is the most effective approach to the enormous and urgent task of re-training and re-qualification of teachers in the, primary, secondary and vocational school systems;
- It facilitates large-scale training programmes for public servants responsible for the national and regional implementation of EU legislation;
- It can support industrial re-structuring and business innovations in local and regional economies with marginalised industries and declining economies;
- It can be used for re-training of skilled workers and engineering professionals in new technologies and business management areas;
- It offers a pedagogically and organisationally more flexible and supportive alternative to traditional correspondence teaching;
- It can offer cost-effective training in the operation of advanced and expensive equipment, technologies, dangerous techniques and processes through interactive simulation programmes;
- It can help institutions get access to scarce or foreign teaching resources and expertise in specialised areas;

- It is the most cost-efficient and educationally most effective way to internationalise your programmes, your curricula, your teaching staff – to the benefit not only of a tiny elite but of the wider lifelong learning community.

As this Programme Compendium clearly shows, ODL in general and the Phare ODL Network in particular has positioned itself as one of the innovative resources and instruments, which, if used effectively, can play a pivotal role in the further development of education and training in Central and Eastern Europe. The Phare Multi-country Programme for Distance Education has contributed to the initial developments, but much development work still has to be done – by the institutions themselves, by their national authorities and by the European institutions responsible for the enlargement of the European Union.

The Foundation is pleased that the Programme in the summer of 1999 was extended to the Former Yugoslav Republic of Macedonia and to Bosnia and Herzegovina. It is our hope that the five Phare ODL Study Centres to be established within the two countries and the National Contact Point already established in FYR Macedonia will become integrated partners of the initial Phare ODL Network. We hope also that the network will play an active role in the reconstruction process in the Balkan area and will contribute to the goals of the Stability pact for the region as a whole.

The most important asset, of course, is the human capital embodied by the Phare ODL Network. The thousands of people, who are dedicating their know-how, their enthusiasm and their commitment to the development of ODL in Central and Eastern Europe. It has been a privilege and a pleasure for the Foundation to work with all of you: the 11 National Contact Points, the 40 Phare ODL Study Centres and the many course developers and project managers, who have contributed to the Programme. We would like to express our sincere thanks for all your hard and good work and to congratulate you on the results you have achieved. In particular we thank Hungary and Dr. Péter Soltész and all members of the Programme Steering Committee for chairing and supervising this comprehensive Programme during the last five years.

COUNTRY PROFILES: BUILDING THE NETWORK 2

The objective of the first pillar of the Phare Multi-country Programme for Distance Education is to support the establishment of distance education infrastructures in the Phare partner countries. It has been an organisationally, administratively and technologically complex and complicated task to achieve this objective and his been possible only because of the huge effort invested by the participating institutions in the Phare countries.

It includes three main, closely inter-related and inter-dependent, sub-projects:

- The establishment of National Centres for Distance Education and National Contact points in each country;
- The establishment of 40 regional Phare ODL Study Centre (or distance education study centres), with state-of-the art equipment and networks to be used for development and delivery of ODL courses, and ODL reference libraries;
- The building-up of ODL expertise and know-how within the National Centres for Distance Education and within the Phare ODL Study Centres and their host institutions.

THE NATIONAL CONTACT POINTS

The National Contact Points were established in 1994 and 1995 and in most countries they were integrated into national centres or councils for distance education. The NCPs managed the 1995 - 1997 pilot projects and undertook the initial awareness raising and ODL training activities, which prepared the ground for the comprehensive follow-up programme during 1997-1999. The building-up of the institutional, human and technical infrastructure of the Phare ODL Network is the result of the co-ordinating and managerial effort of the NCPs. The NCPs have undertaken the contractual as well as the operational management and co-ordination of the establishment of the 40 ODL Study Centres. They have organised national meetings and seminars and ODL training programmes and they have built up links with ODL centres and organisations within the European Union. In many countries courses and programmes have been developed at the initiative of the NCPs. The NCPs have met twice every year to discuss the progress of the Programme.

ESTABLISHMENT OF 40 ODL STUDY CENTRES

The Phare ODL Study Centres were selected in 1996 by the Programme Steering Committee, following a Call for Proposals. Detailed project plans were developed in 1997 and early 1998. The formal establishment was completed in April 1998. The ODL Study Centres have been equipped with state-of-the-art equipment and comprehensive ODL reference libraries have been set up in each Centre. The Centres undertake a variety of tasks: Course development and delivery, support to students, methodological support to in-house teaching departments, training of course developers and tutors. It is estimated that the ODL Study Centres have developed more than 100 ODL courses during the last 3 to 4 years, with support from the Phare programme as well as from other national and international sponsors.

HUMAN RESOURCE DEVELOPMENT

It is estimated that more than 1,000 people have participated in the ODL training programmes which have been organised by the NCPs, by the ODL Study Centres and by the European Commission and

the European Training Foundation. More information about the various initiatives is available in Chapter 3.

EXTENSION OF THE PHARE ODL NETWORK TO BOSNIA AND HERZEGOVINA AND TO THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA

In 1999 the Phare MCP for Distance Education is being extended to Bosnia and Herzegovina and to FYR Macedonia. This will enlarge the Phare ODL Network with one NCP and two ODL Study Centres in FYR Macedonia and with three Phare ODL Study Centres in Bosnia and Herzegovina.

ALBANIA

By *Senior Lecturer Gjergji File*
Chairman of the National Centre of Distance Education and Director of the Phare National Contact Point

Policy Development
The development of distance education in Albania is relatively new and closely associated with the Phare MCP for Distance Education. The last 4 to 5 years, however, have seen significant developments in distance education, both within government policies, institutional policies, human resource development and in the development of accredited distance education programmes.

National policies and developments are co-ordinated by the National Board of Distance Education, which was established in 1997. The Board is chaired by the Vice-Minister for higher education and has representatives for the major higher education institutions in Albania. The Minister of Education in 1998 issued a new regulation, according to which higher education institutions can develop and deliver accredited distance education programmes as part of their normal activities. The long-term goal is to replace the old and rather ineffective system of correspondence courses with new distance education programmes and methods. The 1998 regulation complements other regulatory initiatives in the area of distance education.

National Centre for Distance Education and the Phare National Contact Point
The National Centre of Distance Education (NCDE) was established already in 1994 with the specific task of co-ordinating activities under the Phare MCP for Distance Education. The NCP is embedded in the NCDE.

Human Resource Development
The NCDE/NCP has organised several train-the-trainers activities, both within Albania and abroad. National seminars have been organised annually since 1997. Fifteen distance education tutors participated in a comprehensive 1-month training programme at Politecnico di Torino,Italy, in 1997. Faculty members of the University of Tirana and Shkodra University have participated in training seminars organised by the Faculty of Economics in Ljubljana, Slovenia. The 1999 train-the-trainers programme LOLA had 20 participants from Albania.

The NCDE/NCP has initiated the development of an online course administration and information system, which will support Internt-based course information and other cross-institutional course delivery services.

Study Centres
A Phare pilot distance education study centre was established in 1996 at the premises of the NCDE/NCP and a pilot course was started that same year. In 1998 the pilot centre was made permanent as the Joint Phare Study Centre of Tirana. The Joint Study Centre is operated by the Departments of Distance Education at the University of Tirana and the Polytechnic University of Tirana. The Joint Study Centre also supports the development of ODL in other institutions, including the University of Elbasan and University of Vlora. A second ODL Study Centre was established in 1998 at the University of Shkodra in the north of Albania and became fully operational in 1999.

Course Development
Two full 3-year ODL diploma programmes on Automation & Informatics and Telecommunications Engineering have been offered since 1997. The programmes are approved by the Ministry of Education and are based on audio-visual learning materials and text books developed by Italian universities within the Nettuno Consortium. The Joint Phare Study Centre of Tirana is a full member of the Nettuno Consortium. The Ministry of Education has approved that the Polytechnic University of Tirana who is academically responsible for delivery, tuition and examinations charges each student an annual fee of approximately 250 Euro. Close to 100 students were enrolled on these diploma programmes in summer 1999, however, requests for access to the programmes increased dramatically in September 1999.

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The Joint Centre Centre is also participating in 3 course module development projects. They are:

- DEMAND – Advanced media in ODL Course Design (led by Sofia University, Bulgaria),
- VLE-ECADELL – Computer Aided Design in Electronics (led by Technical University of Sofia, Bulgaria)
- DEMPCAE – Computer Aided Mechanical Engineering (led by Brno University of Technology, the Czech Republic).

New ODL courses are currently being developed by University of Tirana in the areas of Economics (Marketing) and Library and Archives Management, as well as by University of Shkodra in the areas of Public Administration Services and Informatics.

International Co-operation
The NCDE/NCP is a member of EDEN (the European Distance Education Network) and an associate member of EADTU (the European Association of Distance Teaching Universities). The ODL Study Centres in Tirana and Shkodra also are members of EDEN. Close co-operative links have been established with the Phare National Contact Point in Ljubljana, Slovenia, and with the Innovative Centre for ODL and Multimedia at the Technical University of Sofia, Bulgaria.

BOSNIA AND HERZEGOVINA

The extension of the Phare MCP for Distance Education to Bosnia and Herzegovina was launched in June 1999. It is planned that three Phare ODL Study Centres will be established. A Call for Expression of Interest in hosting the Centres was sent to a large group of post-secondary institutions in the Federation of Bosnia and Herzegovina and Republika Srpska in September. It is expected that the Centres will be established in November 1999.

The project will include awareness raising events, ODL training programmes (including a 3-week long training programme in Denmark) and study visits to ODL centres in the European Union and the Phare countries. The project will be concluded with a pilot delivery of one or two courses.

BULGARIA

By *Prof. Dr. Boris Galabov*
Director of the National Centre of Distance Education, Director of the Phare National Contact Point and Bulgaria's Representative on the Programme Steering Committee

Policy Developments
The fact that more than 30% of 260,000 students are extra mural and are allowed to attend only about 40% of contact classes very clearly demonstrates the potential for ODL in Bulgarian higher education. This is also reflected in the 1995 Higher Education Act, which gave universities access to using new flexible teaching methods. A National Accreditation and Assessment Agency was established as part of the 1995 Higher Education Act in which distance education also is defined as an legitimate mode of study for obtaining a university degree. These initiatives are important steps toward supporting the growing number of young people in work who want to supplement their initial education and training with a university degree. ODL is to a growing extent being applied for initial and continuing education purposes also outside the immediate sector of higher education and various business sectors are starting to use ODL in their staff training and human resource development

policies. Recently the Ministry of Education and Science has drafted a National Education Strategy on Information and Communications Technologies.

National Centre of Distance Education and the Phare National Contact Point
The National Centre of Distance Education (NCDE) was established in 1994 by the Ministry of Education and Science as a membership organisation which today includes 20 universities. The Ministry of Education, the Bulgarian National Television and the Bulgarian National Radio also participate in the NCDE. The NCDE's financial basis is partly provided through membership fees based on the member universities' revenue from ODL tuition fees. The NCDE is responsible for developing ODL strategy, training and research in ODL methodology,

awareness raising, course development and links and co-operation with ODL organisations in the European Union and the USA. The NCDE acts as co-ordinator and NCP for the Phare MCP for Distance Education. It has 2 full-time staff members, 2 part-time administrators and one part-time financial officer.

Human Resource Development
The NCDE/NCP has organised regular ODL training programmes since 1996 for the staff of its member universities and other organisations. Upward 250 people have participated in these national training programmes. The 1999 train-the-trainers programme LOLA had 40 participants from Bulgaria. A number of training seminars were also organised by the Phare ODL study centres during 1998-1999.

Study Centres
Four Phare ODL Study Centres – each with several regional satellite centres - have been established at the following universities:

- University of Sofia, at the Department of Economics and Business Administration
- University of Plovdiv, at the Centre of Computer Sciences and Contemporary Technologies
- Joint ODL Study Centre at the South West University and the American University, both in Blagoevgrad
- Technical University of Varna, at the Department of Electronics

The Centres are responsible for the establishment of ODL infrastructures within their host institutions and the regions, for developing courses and raising awareness about ODL, and for co-operation with the NCDE/NCP. Two Centres are leading Course Module Development projects, cf. below. The regional centres are also a focal point of co-operation with a number of associated local ODL centres in other universities. The ODL centres will be engaged in extending the ODL course basis in their institutions and will also facilitate the introduction of new learning technologies. The target groups of students of the centres will be professionals of different fields willing to extend and up-date their qualification. In the immediate future the plans are also to develop Master degree ODL programmes in fields of greater market demands. At the University of Plovdiv there is almost full readiness to offer a Master programme in Computer science. At the University of National and World Economy, a local ODL centre, the plans are to develop Master degree ODL programmes in practically all fields of studies provided the necessary resources are found

Course Development
Significant ODL course development has taken place in Bulgaria as a result of the Phare MCP for Distance Education. The NCDE/NCP has initiated and managed the development of some 30 modules of printed ODL learning materials. This includes courses in areas such as Pharmaceutical Management and Marketing (developed and delivered by the Medical University in Sofia) and Hotel Business, Restaurant Business & Quality of Foods and Drinks (developed and delivered by the Higher Institute of Food Technology in Plovdiv). A full Master Degree Programme in International Economic Relations is developed and delivered by the University of National and World Economy in Sofia. Up to now more than 800 students have registered for these courses.

Bulgarian universities and organisations lead six out of 27 international Course Module Development Projects:

- SPARROW – Energy Saving and Conservation (led by Faculty of Power Engineering, Technical University of Sofia)
- GFM – General and financial management of non-profit organisations (led by Centre for the Study of Democracy)
- VLE-ECADELL - Computer Aided Design in Electronics (led by the Innovative Centre for ODL and Multimedia, Technical University of Sofia)
- DEMAND – Advanced media in ODL Course Design (led by Sofia University, Bulgaria)
- EFMAREM – Maritime English for Emergencies (led by the Phare ODL Study Centre at the Technical University of Varna)
- RAPIDITY – Introduction to Information Technology and Computer Science (led by the Phare ODL Study Centre at the University of Plovdiv)

The Director of the NCDE/NCP has undertaken the function as National Facilitator for the the LOLA course and developed and delivered the Vertical Strand of this programme, including 2 residential seminars. The NCP Senior Administrator is responsible for the national co-ordination of the 3 courses under the European Studies programme.

International Co-operation
The NCDE/NCP has developed co-operative links with several ODL organisations inside and outside Europe. It is a member, with observer status, of EADTU (the European Association of Distance Teaching Institutions) and, together with the 4 Bulgarian Phare ODL Study Centres, member of the European Distance Education Network (EDEN).

THE CZECH REPUBLIC

By ***RNDr. Helena Zlámalová***
Director of the National Centre for Distance Education and the Phare National Contact Po

Policy Developments
Before 1990 there was an external form of study present at both high schools and universities. This form was characterized by weekend face to face studies or lectures in the evenings supplemented by self-study. Quite a lot of people, especially those employed already, were (and still are) interested in this form of study. Yet it is very demanding for the schools. Also its rather low quality and not too many successful "candidates" caused that the schools themselves, especially universities, stopped offering this form of studies. This opened quite a large space for distance education development in the Czech Republic.

Modern ODL was first introduced in 1991 with the establishment of the Czech Association of Distance Teaching Universities (CADUV) and with the establishment of the national Council for Distance Education (in 1995 replaced by the National Centre of Distance Education). The Phare MCP for Distance Education provided additional incentives to pursue the development of ODL. Legislation within the area of higher education has been supportive of ODL developments. The institutional and academic autonomy defined by the 1990 Higher Education Act gave some universities the incentive to set up new distance education departments. In particular the 1998 Act on Higher Education is considered to be of importance to the further development of ODL by putting ODL on an equal status with traditional modes of teaching.

National Centre for Distance Education and the Phare National Contact Point
The National Centre of Distance Education (NCDE) was established by the Ministry of Education Youth and Sport in 1995 as a co-ordinating unit for the development of distance education technology at the Czech universities and other tertiary educational institutions. It is hosted by the Centre for Higher Education Studies (CHES), an independent unit under the Ministry of Education.

The NCDE/NCP is an advisory body to the Ministry of Education and to the national Accreditation Committee, and it provides consulting services, advice and training in the areas of distance learning and lifelong learning.

The NCDE acts as the National Contact Point for the Phare MCP for Distance Education. It is responsible for national co-ordination of the Phare MCP for Distance Education and for the establishment of the 4 Czech Phare ODL Study Centres. It disseminates information about ODL and has with regular intervals organised awareness raising events and training seminars within the framework of the Phare programme.

Human Resource Development
One of the main goals of the NCDE/NCP is to spread awareness and information about the distance education technology and its possible inclusion in our Czech educational system. However, the most important thing right now is to train distance education practitioners and to teach them how to prepare distance education study programmes. That is what our NCP and the study centres try to do as well. We have two types of training activities at NCDE:

1. Short introductory seminars and discussions (round-table) with lectures delivered by national and foreign experts.
2. Training course organized by the NCDE. This course is divided into three one or two-day-long training seminars – a seminar for the authors of the printed distance education learning materials and aids, a seminar for ODL tutors and a seminar for ODL managers and administrators. Thirty-eight students successfully passed this course in 1998. In 1999, two of the seminars have taken place so far and the last one, the seminar for ODL administrators will take place in November. Forty-five students are participating in this course, however, the interest in this course of those employed in various educational institutions is still rising. By now we were able to run this course thanks to Phare support, but after the end of the programme we will have to find other sources of funding which may be quite a big problem.

The Phare Study Centres also organize different information and training activities mainly for the employees of the universities where they are located. The LOLA course was quite successful. At the beginning it seemed to be a problem for the NCP to find the 40 participants yet the result was quite good – 26 participants passed and their evaluation was very positive.

Study Centres
There are 4 regional Phare ODL Study Centres in the Czech Republic, located at the following institutions

- The Distance Education Service (DES) at the Technical University of Liberec
- The Distance Education Centre at the Brno University of Technology
- Andragoge, Centre for Open and Distance Education, at the Palacky University in Olomouc
- The Distance Education Centre at J.A. Komensky Academy (AJAK) in Prague

The ODL Study Centres in Liberec and Brno were established in 1994 before the start of the Phare MCP Programme. The DES Centre in Liberec currently has more than 700 students in various ODL programmes, in particular within continuing and further education for teachers engineers. The Distance Education Centre in Brno has very close co-operation with the German FernUniversität and acts as a delivery and student support centre for its courses and programmes. The Andragoge Centre in Olomouc is preparing the launch of a comprehensive 18 module study programme in 1999 and is planning a Bachelor degree in Humanities to be available in 2000. The Andragoge Centre will to a large extent use online multimedia tools in its course delivery. Both the DES Centre in Liberec Andragoge Centre in Olomouc have co-operated closely with the French Centre National d'Enseignement à Distance (CNED). The AJAK Centre has developed a range of text-based distance education packages.

Course Development
A wide range of ODL courses and courses combining ODL and traditional delivery methods are available from both public and private course providers in the Czech Republic. Courses comprise both non-formal continuing education and formal accredited degree programmes.

In addition to the ODL course development initiated locally by the regional Phare ODL Study Centres, Czech organisations are leading two Course Module Development projects:

- DECHEM – Management of Higher Education Institutions (led by the Centre for Higher Education Studies in Prague). One of its modules is called "Introduction to Distance Education" and is designed for universities faculty and executives.
- DEMPCAE – Computer Aided Mechanical Engineering (led by the Institute of Aerospace Engineering at Brno University of Technology)

The Centre for Distance Education at Brno University of Technology is a partner in the DEMPCAE project. Other Czech organisations are partners in the DEFCS, EUROPEANISATION and WAWAMAN projects.

International Co-operation
As indicated above, the members of the Czech branch of the Phare ODL network during the last 4 to 5 years have built-up close and longstanding partnerships with ODL organisations in Germany, France, the United Kingdom and other European countries. The co-operation concerns both ODL methodology and course development. The Czech Association of Distance Teaching Universities (CADUV) is a member of the European Association of Distance Teaching Universities (EADTU). The NCDE/NCP and the 4 Phare ODL Study Centres are members of the European Distance Education Network (EDEN).

ESTONIA

By *Prof. Dr. Raivo Vilu*
Director of the Phare National Contact Point, Chairman of the National Consultative Committee for the Phare Multi-country Programme for Distance Education and Estonia's Representative in the Programme Steering Committee

Policy Developments
According to Estonia's Law on Universities of 1995 there is no distinction between distance education delivery modes and traditional teaching formats. Universities may apply ODL to their normal courses and degree programmes, which is reflected in the growing number of students enrolled on the open university programmes offered by the country's three large universities.

The public universities are currently in the process of expanding their distance education activities. Universities in general consider distance education an important development area. It is currently being integrated in the strategic development plans of Tallinn Technical University (TTU), Tallinn Pedagogical University (TPU) and Tartu University (TU). The public universities are co-operating on plans for the establishment of a nationally distributed network of regional study centres. Private universities such as the Estonian Business School (EBS) and Concordia International University have extensive distance education programmes and have launched full bachelor programmes based on the Internet and WWW. A plan for the development of a Virtual Estonian Open University is discussed.

The institutional developments are complemented and supported by a comprehensive set of strategy plans initiated in 1998 by the President's Academic Council ("Learning Estonia"), the Ministry of Education ("Educational Strategy 2010") and by the Estonia Education Forum ("Estonia Educational Scenarios 2015"). These plans were subject to a nation-wide discussion which led to the government's adoption in the beginning of 1999 of the "Development Plan of the Estonian Education".

Modern ODL was to wide extent introduced in Estonia by the Phare MCP for Distance Education and the programme has been complementary to and supported the recent strategic developments initiated at both government and institution levels.

National Contact Point
The NCP is located at Tallinn Technical University and operates as a satellite office of the Archimedes Foundation, an independent unit under the Ministry of Education with responsibility for national co-ordination of European programmes such as Socrates, Tempus and Leonardo. The NCP reports to the National Consultative Committee, an advisory and supervisory body set up by the Ministry of Education for the projects under the Phare MCP for Distance Education.

The NCP is associated with the Estonian Association of Distance Education, established in 1996 with support from the Phare MCP for Distance Education, and with other national networks and organisations such as the aforementioned Estonia Education Forum, a non-profit umbrella organisation for educational policy interest groups and organisations established in 1995. The NCP has co-ordinated the establishment of the two Phare ODL Study Centres and other programme activities. The NCP has organised a number of awareness raising events and ODL training seminars throughout the duration of the programme. The NCP is staffed with a part-time Director and one full-time project manager.

Human Resource Development
Tartu University and Tallinn Pedagogical University have organised regular courses in modern learning and teaching technologies for the teaching staff. There were 20 Estonian participants in the 1999 train-the-trainer programme LOLA.

Study Centres
Estonia has two Phare ODL Study Centres. One Centre is located at Tartu University and is embedded in its Open University Department, alongside the Regional Development Centre and the Multimedia Centre. The University of Tartu is delivering ODL courses to learners all over Estonia and is planning to extend its network of regional study centres. The other Estonian Centre is a joint venture between the Centre for Continuing Education at Tallinn Technical University, Tallinn Pedagogical University and the Estonian Business School.

The Phare ODL Centres have established advanced technological infrastructures and are using the Internet, the WWW and ISDN-based video conferencing for course-delivery and co-ordination purposes.

Course Development
The four Estonian institutions participating in the Phare MCP for Distance Education have undertaken development of ODL during the last 3 to 4 years, either supported by the Phare Programme and/or by other sponsor initiatives or, simply, as a strategic investment made out of their own financial resources. Four courses have been developed with Phare support in 1999. Centre for Continuing Education at Tallinn Technical University has developed a course on "Distance Education" and a course on "Environmental Law and Management". Tallinn Pedagogical University has developed a 5-module course on "Educational Technology". Estonian Business School has developed a diploma course on "Introduction to Business".

Estonian organisations are participating in five Course Module Development projects (EUROLAW, BPOM, EFMAREM, MEBA and DEMAND) and one Course Module Development project, EUROLI, is led by the Estonian Institute for Baltic Studies in Tartu.

International links and co-operation
The Estonian Association of Distance Education (EADE) is an associate member of the European Association of Distance Teaching Universities with observer status in EADTU's Steering Committee. Representatives of the EADE have taken part in the EuroStudyCentre Managers' Conferences during the last years, and in the permanent working groups of EADTU. Estonian specialists are members of EDEN.

Baltic ODL organisations have co-operated continuously during the last 4 to 5 years, both within the framework of the Phare MCP for Distance Education and within other regionally oriented ODL initiatives. Recently Estonian organisations have been participating in the launch of an initiative aimed at setting up a Baltic Open University. There has been a traditional extensive co-operation

between Estonia and Nordic countries also in the development of distance education. Joint projects have been carried out on the multilateral as well as bilateral basis.

"The Baltic University Program" is a network of universities in 14 countries through which different distance education courses are provided. The secretariat of the Program is located at Uppsala University. FEUCODE (Finnish-Estonian University Level Co-operation in Distance Education), and FEUCODE II, DECDEE project for establishing three DE centres in Western Estonia supported by the EU programme ECOS-Overture could be mentioned as examples. Nordic Council of Ministers has sponsored several Nordic-Baltic co-operation projects. "Open and Distance Learning in Teacher Training" could be mentioned as an example. The first Nordic-Baltic Distance Education Association's seminar was held in Kuressaare, Estonia on August 27-29th, 1998 where a jointly operated internet platform was launched. It was agreed that annual seminars will be organised. The second seminar was held on September 20-21 in Kuressaare this year.

TEMPUS projects launched during the last years should be also mentioned: "Creation of master degree programme in multimedia and learning systems" (TU, TTU, TPU), "Estonia: Information Technology in Teacher education" (TPU, TU, TTU), "Information Technology and Computer Science Education Centre for Estonian Universities" (TPU, TTU and TU). In the beginning of 1999 a new project "Development of an Open University Infrastructure in Estonia" was launched with participation of all the Estonian universities, EADTU, University of Turku and Katholieke Universiteit Leuven.

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

The extension of the Phare MCP for Distance Education to Bosnia and Herzegovina was launched in May 1999 and a National Contact Point was established in June 1999.

The National Contact Point is hosted by the Faculty of Natural Sciences and Mathematics in Skopje.

A Call for Proposals for the establishment of 2 Phare ODL Centres was issued in July and it is expected that the Centres will be established in October 1999.

The project will include awareness raising events, ODL training programmes and study visits to ODL centres in the European Union and the Phare countries. The project will be concluded with a pilot delivery of one or two courses.

Hungary

By *Dr. István Szabó*
Secretary General of the National Council for Distance Education, Director of the Phare National Contact Point

Policy Developments
Hungary already in the early 1990'es started building up modern distance education facilities and competencies as an alternative to the old-style correspondence studies. Correspondence courses still play a quantitatively important role with an estimated 18% of the approximately 250,000 students enrolled in tertiary and higher education. Open and distance learning has no status in the current Higher Education Act (adopted in 1993 and modified in 1996), but the new government is preparing

legislation in the area of vocational, adult and continuing education. It is expected that the new law will address the area of ODL.

The Ministry of Education nevertheless has assumed an active role in the development of ODL in Hungary. The National Council for Distance Education (NCDE) was established by the Ministry already in 1991 and it is chaired by the State Secretary for Higher Education. The NCDE's Vice Chairman is Mr. Péter Soltész, who is also the Chairman of the Steering Committee for the Phare MCP for Distance Education. The Ministry is currently considering setting up a new Foundation for Open Vocational Training. One of the tasks of the new Foundation would be to initiate and co-ordinate open and distance learning developments at the national level, in which case it is likely that the NCDE and the new Foundation will merge.

The initial development of modern ODL was to a large extent done within two multilateral Tempus projects, Pannonia (1992-1995) and IDEAL (1995-1998), which have led to the establishment of a network of regional distance education centres. Close to 200 ODL managers and trainers were trained in ODL methodology. The IDEAL project resulted in a series of ODL courses in the areas of tourism, management and banking, social work and ODL. The course materials were adapted from existing courses or developed from scratch in co-operation with ODL experts from the European Union.

The Phare MCP for Distance Education has to a significant degree extended and contributed to the consolidation of these developments. It has made considerable progress in strengthening the Hungarian ODL infrastructure.

The National Council for Distance Education and the Phare National Contact Point

The Phare National Contact Point is located at the NCDE. The NCDE/NCP staff has undertaken the implementation and co-ordination of the various projects under the Phare MCP for Distance Education. The NCDE/NCP has been responsible for co-ordinating the establishment and equipping of the four Phare ODL Study Centres and it has organised a series of annual awareness raising and training events. The events have been aimed at the Hungarian Phare ODL network as well as at a wider group of institutions and organisations in Hungary.

The NCDE/NCP liases with other Hungarian ODL organisations, such as the National Association of Distance Teaching Universities, which today counts no less than 26 members – a strong indication of how fast the take-up of ODL has been in Hungarian higher education. Other organisations active in the field of ODL are the National Foundation for Distance Education, the Distance Education Information Centre and the Distance Education Expert Pool.

Human Resource Development

The Hungarian NCP itself has limited capacity for taking part in the HR Development process directly. Indirect but significant participation was done within the framework of the European Studies Programme. Course development and also training of ODL developers have been organized mainly by the ODL Study Centres, as this is one of their basic tasks.

However, the organisation of different short courses to introduce basic concepts of ODL has been of great importance. It was especially emphasised during the first phase of the programme when a special sub-programme was dedicated to tutor training with the participation of almost 50 participants. Also several workshops were organized mainly to provide basic information on different aspects of ODL to local experts

At the four Phare ODL Centres emphasis was put on HRD activities and as a main outcome more then hundred of experts and university staff members were trained in the fields of ODL management, course development and tutoring.

The trans-national LOLA training programme which took place during the period March to July 1999 had 40 participants from Hungary. Overall the course participants considered the course to have been useful, well designed and with good support from the EU tutor, Ms. Marian Lever, and from the Hungarian National Facilitator, Mr. Laszlo Katai. The quite high number of students who completed the course successfully and with excellent results confirms this assessment.

Study Centres

With the establishment of four Phare ODL Study Centres the Hungarian distance education network has grown to almost 30 entities, which are actively participating in the development of ODL in further and higher education. Two of the Phare ODL Centres are located in Budapest, one in Miskolc and one in Szeged.

The Technical University of Budapest hosts a Phare ODL Study Centre within its International Education Centre. The University is investing significant financial and human resources in the building-up of this facility, which is one of the best equipped and staffed distance education centres in Europe today. There are 15 people on the core staff and a pool of 300 trained tutors and 100 course developers. The Centre has a portfolio of 32 ODL courses and an annual target group of almost 700 students.

The second Phare ODL Centre in Budapest is hosted by the College of Commerce, Catering and Tourism. It is part of the Association of Colleges of Economics and has for several years provided correspondence courses to thousands of distance students. The Phare ODL Study Centre plays a key role in the development of new and more flexible types of distance learning courses.

The North Hungarian Regional Distance Education Centre at the University of Miskolc is a new unit within the University's Continuing Education Centre. This study Phare ODL Study Centre has been the lead partner in the ENVIMAN Course Module Development project and a partner in the UNIPHORM project.

The fourth Phare ODL Study Centre is the Distance Education Centre at the Jozsef Attila University in Szeged in the south of Hungary. The Centre is a newly established, independent unit and initially the focus has been on the development and marketing of ODL language courses.

Course Development
A significant portfolio of ODL courses have been built up during the last four years in Hungary, in part funded through the Phare MCP for Distance Education. The NCDE/NCP catalogue lists 67 programmes offered by 23 institutions. These programmes include no less than 1,355 study modules.

Six Course Module Development projects are led by Hungarian institutions:

- PEP – Palliative Care Training for Health Professionals (led by the Centre for Postgraduate Education at the Medical Schoiol of Pecs)
- DEFCS – Family Therapy and Family Counselling (led by the Juhasz Gyula teacher Training College)
- ENVIMAN – Environmental Management (led by The North Hungarian Regional Distance Education Centre at the University of Miskolc)
- EURONET-SOCIODIR – Management of social-welfare institutions (led by the Centre for Welfare Training in Salgotarjan)
- UNIPHORM – Training of GIS Professionals in Open GIS Systems (led by the College of Surveying and Land Management in Szekerfehervar)
- ABM&M – Agricultural Management and Marketing (led by the Institute of Management Education at Gödöllö University of Agriculture).

Hungarian partners are also involved in the CEMEHE and DEMPACE projects.

The co-ordination in Hungary of the European Studies course (GOSH, Water Management, Public Procurement) was varying according to the specific organization structure of the course. All of the three training programmes had the same objectives: promoting distance education, helping in the long-term strategic planning and the integration process of the Central European Countries through legislation. The introduction of the Framework Directives played a decisive role in each of the learning materials. Besides, one of the most important outcomes of the courses will be the knowledge-distribution through chain-reaction, as there will be trained trainers, who could transfer the obtained knowledge and skills to the decision/policy makers, contributing with it significantly to the implementation process of the EU legislation at regional, national and company level. Apart from the printed materials, the "students" could use the Internet, Email-system, discussion lists, and also the aid of the technical and professional guidance of the tutors and national facilitators. In some cases personal meetings were also possible through seminars. For supporting the participants, the NCP and

the ODL Centres provided full access to the facilities, such as computers, Internet, Email, telephone, telefax, and all the other means, necessary to co-ordinate the activities related to the course.

The Public Procurement course started in June with four Hungarian participants. They were the ones who had the chance to attend the kick-off tutorial seminar in Turin. At the end of the course in October 1999 it will be their duty to present their personal project, based on study visits to European procurement organisations. The Water Management course altogether had 31 participants of which four were Hungarians. The most important part of the final assessment is a long-term strategic plan, in which the students will present their plan on how to transfer the gained knowledge to the professional decision-makers. The GOSH - Gearing Up with Occupational Safety and Health - is the only course where each country had its own tutor and National Facilitator. Of the 96 participants seven were Hungarians, representing all of the important target groups: policy developers and decision makers from ministries and inspectorates, decision makers, trainers, OSH managers from public and private organisations representing employers and employees. As most students were unfamiliar with the Internet and the use of e-mail, the National Facilitator has prepared a summary in Hungarian about how to the search on the Web and how to communicate via e-mail. Two 3-days tutorial seminars gave opportunity to the participants to meet personally the tutor, who gave professional guidance during the entire course. All seven Hungarian participants completed the course successfully.

International links and co-operation

The NCDE has been very active since the early 1990'es in the building up of co-operative links and partnerships with ODL organisations inside and outside Europe. It joined the European Association of Distance Teaching Universities (EADTU) in 1997 and sits as an observer on EADTU's Steering Committee. It is a member of the European Distance Education Network (EDEN) and also participates in the activities of the International Council for Distance Education (ICDE).

In general international co-operation plays an important role in Hungarian ODL. A wide range partnerships both with EU organisations and organisations in the Phare countries have been built up within the Course Module Development projects. The International Education Centre which hosts the Phare ODL Centre at the Technical University of Budapest also hosts the secretariat of the EDEN and plays a very active and executive role in the EDEN network.

Latvia

By ***Dr. Ilmars Slaidins***
Director of the Phare National Contact Point

Policy Developments

The possibilities and perspectives of open and distance learning were introduced in Latvia through joint projects with Swedish and Norwegian universities in 1993. However, the Phare MCP for Distance Education has been instrumental in the introduction of new approaches to open and distance learning in Latvia. As in most other Phare countries, correspondence study has been and to some extent still is the dominating form of distance education in Latvia. However, changes in legislation such as those introduced with the 1995 Law on Higher Education and, more recently, the 1998 Education Law have paved the way for new ODL methods in tertiary and higher education.

The positioning of ODL in the tertiary education system has been followed up in several complementary ways. The Distance Education Board of Latvia as a consulting body was created at the Ministry of Education and Science already in 1994. With support of the Ministry of Education in 1997 was established the Distance Education Centre of Latvia, which currently has some 50 members from universities and private institutions. One of its tasks is to co-ordinate further strategic development of ODL. The Centre's staff is seconded by the Ministry of Education and Science. A National Accreditation Board is looking at quality issues related to ODL and correspondence studies.

It is very clear that ODL must be considered as one of the means whereby the higher education system in Latvia will be able to meet the increasing demands. The universities and other tertiary education institutions do not have the capacity to meet these demands through traditional teaching methods.

The Phare National Contact Point
The National Contact Point is located at the Technical University of Riga and shares premises with one of the Phare ODL Study Centres. It has been a focal point since the early start of the Phare MCP for Distance Education in 1995 and has been responsible for the establishment and implementation of the three ODL Study Centres in Latvia. The Director of the NCP has undertaken the role as National Facilitator for the trans-national LOLA train-the-trainers course and has organised other national awareness raising and training events with regular intervals during the last 4 years.

Human Resource Development
Several 3-6 day workshops on basics of ODL, ODL projects and course writing were organised and conducted by NCP in the framework of Phare MCP. Over 100 people has been trained and some of them are active in course development and distribution in their organisations. Over 10 organisations are offering ODL courses in Latvia now.

Twenty students have participated in the LOLA training programme. In spite of the technical and practical constraints and the considerable time pressure the course has been successful with a very high completion rate.

Study Centres
The Phare Study Centre network in Latvia consists of three main centres.

The Phare ODL Study Centre at Daugavpils Pedagogical University close to the borders of Lithuania and Belorussia has close links with the University's department for multimedia. The Centre has produced training videos and CDs and organises workshops, seminars and train-the-trainers courses. Courses have been developed in Practical Business for Small Enterprises and foreign languages.

The Study Centre at the University of Latvia in Riga is part of the University's Department of Academic programmes, which is responsible for its extensive correspondence study programme and for a new series of 'open university' courses.

The Study Centre at Riga Technical University has two full-time employees and several part-time student employees. It provides language courses and train-the-trainers courses. The Centre has played a major role in two Course Module Development projects.

The Phare ODL Centres are linked with other distance education centres in Latvia, including the Regional Distance Education Centre at Liepaja Pedagogical University, the German FernUniversität's satellite centre at the Technical University of Riga and the ODL Centre at Riga Commerce School.

Course Development
The Study Centres are active in ODL Course development. The Study Centre at the University of Latvia created English Language course based on BBC TV programme "Look Ahead" and Latvian Language course for non-Latvians. The Study Centre at the Riga Technical University developed Business English course "Make or Brake" based on BBC Radio programme. The Sudy Centre at the Daugavpils Pedagogical University has developed several multimedia and video supporting study materials for teachers.

The Study Centre at Riga Technical University has been a partner in the ABM&M Course Module Development project and has been the project co-ordinating partner in the comprehensive BPOM project (Business Planning for Open Markets), which included the Cable & Wireless College (UK), the incumbent Latvian telecom operator Lattelekom Ltd. (lead partner) and University of Tartu (Estonia). Other Course Module Development projects with Latvian organisations are the AGRIPO (Agriculture & Environment), CANDIDUS (Training of Candidates for Headmaster Positions), EUROLI (EU Legislation & Institutions), and MEBA (General English course), which also had Riga Technical University as the lead partner.

International links and co-operation
Very good international co-operation has been established. Several universities of Latvia participate in the Baltic University project already from its start in the early 1990'es.
Regular participation in events organised by EDEN and EADTU as well as participation in conferences and workshops enabled us to establish links with partners around Europe. There is good co-operation with SOFF and NADE from Norway. Besides projects already mentioned Latvia is participating in BOLDIC network, DECNET project, Telematics Application Programme and many others. Proposals are sent to Socrates and 5th Framework Programme.

Lithuania

By *Mrs. Edita Salteniene*
Director of the Lithuanian Distance Education Centre, Head of the Phare National Contact Point

Policy Developments
Distance education goes a long way back in Lithuania. The first programmes were introduced in 1931 and were received well by the learning community, however, they were stopped in 1944 by the Soviet Union and subsequently replaced by correspondence studies of questionable quality and declining popularity. Still, more than 12,000 out of the country's 58,000 bachelor students are distance and correspondence students. The total student population in university level higher education is close to 75,000.

In particular the Phare MCP for Distance Education has revitalised distance education and has introduced a more modern and flexible approach to ODL in Lithuania. A wide range of policy initiatives at both government and institutional level has supported this development. The Minister for Education and Science in 1994 by law established the Lithuanian Distance Education Centre (LDEC). It is expected that the Lithuanian Parliament in autumn 1999 will adopt a new Law on Higher Education which will establish a more flexible framework and clear guidelines for the provision of ODL programmes.

The general ODL policy and strategy developments are prepared by the Board for Distance Education, an advisory and supervisory body reporting directly to the Minister of Education and Science. The Board is chaired by the Deputy Minister of Education and Science. It has as its members the Deputy Minister of State Reform and Municipalities, the Chairman of the Lithuanian research network Litnet, a member of Parliament, three university rectors and two vice-rectors, two directors of vocational and further education institutions, the head of LDEC and the Lithuanian representative in the Steering Committee for the Phare MCP for Distance Education, Ass. Prof. Edmundas Normantas. The Board has been instrumental in the preparation of the foreseen new Law on Higher Education.

The Board has supported a wide range of projects aimed at the development and innovation of ODL, including projects such as "The Development of Distance Education in Lithuania" (LieDM) and its extension LieDM-2, "Methodological Research in Real-time Distance Education" (MetDM) and "Modernisation of Litnet". All projects have made significant contributions to the further development of ODL.

Institutions such as Kaunas University of Technology and Vilnius University have taken an active approach to the development of ODL and have invested considerable human and financial resources in the building up of distance learning infrastructures. The government has supported such initiatives financially.

Lithuanian Distance Education Centre (LDEC) and the Phare National Contact Point

LDEC was established in 1994 with the main task of co-ordinating activities and projects within the Phare MCP for Distance Education. It is an independent unit under the Ministry of Education and Science. It is located at the In-service Teacher Training Institute in Vilnius and has 2 full-time and one part-time staff members. LDEC is the National Contact Point for the Phare MCP for Distance Education and has been responsible for the planning, implementation and co-ordination of all projects, including the establishment and equipping of the two Phare ODL Study Centres in Kaunas and Vilnius. LDEC has organised regular awareness raising events and training seminars in co-operation with the Phare ODL Centres.

LDEC's functions have developed and expanded since its establishment. Today LDEC is the national focal point for ODL developments in Lithuania and it works closely with other ODL initiatives such as the Lithuanian Association for Distance Education (initiated by Kaunas Regional Distance Education Study Centre in June 1999) and the Open Lithuanian Foundation. It is expected that LDEC will be continued after the end of the Phare programme.

Human Resource Development
During the implementation of Phare MCP for Distance Education many seminars were organized by LDEC and Kaunas Regional Distance Education Centre. The most important of them are mentioned below.

The first seminar "Distance Education in Lithuania - Present and Future" was organized by Kaunas Regional Distance Education Centre in June 1996. Representatives of the Ministry of Education and Science, main universities and colleges, trainers trained in the "Training of Trainers" and "European Studies" courses and colleagues from Latvian NCP participated in the Seminar.

The conference "Distance Education in the Changing Society" was organized by LDEC together with the Ministry of Education and Science in September 1996. Members of Lithuanian Parliament and Lithuanian Government, Rectors of Universities, Directors of Colleges, colleagues from Latvian and Estonian NCPs participated in the Conference. EC Commissioner Mr. Martin Bangemann made the key presentation in the Conference.

A series of five seminars "Development of DE Courses" was organized in Kaunas Regional DE Centre in March-June 1997. The lectures from the main universities and colleges in Lithuania participated in the seminars, in which also EU ODL experts such as Ms Janet Jenkins from the European Union lectured.

On 30 April 1998 LDEC organised the seminar "Distance Education Course Delivery and Student Support System". Representatives of universities, colleges, private institutions, participated in the seminar. EU expert Dr. A. Tait (the Open University, UK) made the presentation "DE Course Delivery and Student Support System in UK".

The LOLA train-the-trainer programme had 20 participants who were nominated by the Directors of the two Phare ODL Study Centres in Kaunas and Vilnius. The programme has been tremendously successful in Lithuania with close to 100% completion rate. Tuition was delivered in close co-operation between the EU tutor, Mrs. Cynthia Stoane, United Kingdom, and the LOLA National Facilitator, Mrs Edita Salteniene who also was responsible for the development and implementation of the programme's Vertical Strand. It is planned to translate the LOLA course into Lithuanian and use it in future ODL training activities.

Study Centres
Two ODL Study Centres have received funding from the Phare programme, the Vilnius Distance Education Study Centre at Vilnius University (VDESC) and the Kaunas Regional Distance Education Study Centre (KRDESC) at Kaunas University of Technology. Three Study Support Centres (SSCs) are integrated into the Phare ODL network in Lithuania, two associated with VDESC and one with KRDESC.

VDESC was established in 1998 as an independent unit within Vilnius University. It is located within the University's Information Systems Department at the Faculty of Communications. There are four people working at the Centre. VDESC has been successful in supplementing the Phare support with financial support from the government, the university and the Open Society Fund - Lithuania.

KRDESC was established in 1996 and has in a short developed into an ODL Centre which in terms of human-resources, educational and technological expertise, technical facilities and ODL course development is at the international leading edge. This development has been extensively promoted and supported by the management of the Centre's host institution, Kaunas University of Technology. The Centre has applied a wide spectre of educational multimedia technologies to its course development and delivery, including advanced Web applications and real-time videoconferences. It has organised awareness raising events and training seminars with regular intervals and publishes the "Distance Education" newsletter.

Course Development
Lithuanian organisations are participating in 7 of the 27 Course Module Development projects. KRDESC has led the development of the comprehensive EUROLAW course (European Law in Trade and Business), which is an Internet delivered course with an array of online multimedia learning support services. CANDIDUS (Training of Candidates for Headmaster Positions) has been developed with the Lithuanian In-service Teacher Training Institute as the lead partner. AGRIPO (Agriculture and Pollution) is led by the Lithuanian University of Agriculture in Kaunas together with partners in the UK and in Latvia. CANDIDUS and AGRIPO both mix various, media, technologies and delivery formats: Web, CD-ROM, printed material and face-to-contact sessions. The other projects with Lithuanian partners are EUROLI, RAPIDITY, MEBA and WAWAMAN.

KRDESC has organised several real-time training sessions for medical specialists, using videoconference links to medical centres or conferences in Europe and the USA. It has developed Web-based courses on "Communication and Information Technologies" and "Data Structures". These courses were supported by the European Union's INCO-Copernicus programme.

Five Lithuanian participants were nominated to the GOSH course and two participants were nominated to the Public Procurement course within the European Studies Programme.

International Links and Co-operation
Some of the first links to ODL organisations outside Lithuania were established in the early 1990'es and included joint projects with Norwegian and Swedish universities. Nordic-Baltic co-operation in the area of ODL has been quite active and has now been formalised in the Baltic-Nordic Distance Education Network. Its activities include annual meetings and development of joint projects with partners from the Baltic countries and Norway, Finland, Sweden and Denmark.

The ODL Study Centres are active in European programmes such as Leonardo, Socrates, the 4th (and 5th) R&D Framework Programme and the Trans-European Tele-Education Network (TEN project).

Poland

By *Dr. Zbigniew Lechowski*
Director of the Phare National Contact Point

Policy developments
Distance Education is not specifically addressed in the educational laws of Poland, however, the higher education policies administered by various governments since 1990 have given universities and similar institutions a high degree of autonomy and has tried to stimulate reforms and innovations. The 1991 Educational System Act was amended in 1998, enforcing the general policy of decentralisation and local responsibility. The large number of part-time students and the huge and diversified need for continuing education aimed at business and industry represent potentially big markets for ODL in Poland. In general, however, the initiative to develop programmes for these target groups remains with the individual institutions.

In terms of national policies, the most comprehensive initiative so far has been the establishment, in the early 1990'es, of 15 distance education centres. These facilities are located within a network of upward 50 local Continuing Education Centres, which mainly provide vocational and basic education to adults, including unemployed people seeking re-training. Three of these Continuing Education Centres are hosting Phare ODL Study Centres. Five of the Phare ODL Study Centres are located within universities.

The Phare MCP for Distance Education, therefore, has been valuable by broadening the awareness about new and modern forms of open and distance learning methods and the use of networked multimedia tools such as the Internet and the WorldWideWeb. The Phare ODL Centres, which have been established within the Programme have been very active in organising national and regional awareness raising events and ODL training programmes, such as the national conference on "Distance Education – The Challenge for Education in the 21st Century". This conference took place in Warsaw in November 1998 and was

organised in co-operation with the Polish Socrates office. It is just one out of many examples of how the Polish Phare ODL Centres successfully promoted the concept of open and distance learning. As a result of this effort, several of the involved universities and institutions are now extending the use of open and distance learning within their general programmes.

National Centre for Distance Education and the Phare National Contact Point
The National Contact Point for the Phare MCP for Distance Education is hosted by the National Centre for Distance Education (OCEN). OCEN is an independent unit reporting directly to the Ministry of Education. Its budget is provided by the Ministry and it has a staff of 17 people. Three of them are NCP staff. (two full time and one part time). Following a staff change at the NCP in mid 1998, the new Director and his staff have been co-ordinating the establishment and equipping of the 8 Phare ODL Study Centres in Poland. The NCP has organised seminars and meetings for the staff at the Phare ODL Centres. A national database of distance education study centres and the programmes provided by them has been established by the NCP and can be accessed via the Web (http://www.open.edu.pl/Phare/NCP).

Human Resource Development
Several hundred people have participated in ODL awareness raising events, seminars and training programmes, which were developed and delivered by the Phare ODL Study Centres in Poland. These seminars and training programmes address general aspects of ODL methods and techniques as well as specific tools and technologies.

The Distance Education Study at the Institute of Structural Mechanics at the Warsaw University of Technology has developed two learning packages on "Preparation of Distance Learning Materials" and "Tutoring at a Distance". The packages are currently available in printed form, but it is foreseen that they will be adapted to HTML format in the near future. The Distance Education Study Centre at the Higher School of Business – National-Louis University in Nowy Sacz has developed a comprehensive seminar on ODL Methodology, including the introduction of design tools for Web-based courses.

The Distance Education Centre at the Centre for Continuing Education at Kielce University of Technology in 1998 organised a 2-day seminar on "Perspectives of Distance Education Development", which was followed by two seminars on ODL methodology aimed at the University's own staff. In September 1999 the Kielce Centre organised a very successful seminar on "Teleinformatics and Distance Education" with more than 80 participants from industry, local authorities, teaching institutions and universities. It involved live interactive video conferences with distance education centres in Ljubljana, Oslo and Warsaw.

The Distance Education Study Centre at the University of Mining and Metallurgy in Krakow in September 1998 organised an international workshop on "Implementing and Managing Flexible Learning". Study Centre staff have undertaken study visits to ODL centres in the United Kingdom, Spain, France, Finland Norway, Sweden and other European countries.

With 80 participants Poland brought the largest groups of students into the 1999 LOLA course. More than 50% of the participants completed the course with excellent results and will be awarded the

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LOLA Certificate. The success of LOLA is to a high degree to be ascribed to the work done by the two National Facilitators in Poland, Mgr. Anna Grabowska, head of the DECTUG Centre in Gdansk, and Mgr. Dorota Lenart, Deputy Manager at the Phare ODL Study Centre Higher School of Business – National-Louis University in Nowy Sacz.

Study Centres
Five of the Phare ODL Study Centres are hosted by universities:

- Distance Education Centre at the Institute of Structural Mechanics at the Technical University of Warsaw
- Distance Education Centre – DECTUG - at the Technical University of Gdansk
- Centre for Continuing Education at Kielce University of Technology
- Lifelong Learning Centre at the University of Mining and Metallurgy, Krakow
- Regional Extramural Education Centre at the Higher Business School – National-Louis University in Nowy Sacz

Three ODL Centres are located at Centres for Continuing Education:

- Distance Education Centre at the Centre for Continuing Education in Zielona Gora
- Distance Education Centre at the Centre for Continuing Education in Krosno
- Distance Education Centre at the Centre for Continuing Education in Bytom

The Phare ODL Centres have played a very significant and active role in the development of ODL, both within their respective host institutions and in the wider education and training environment in Poland. It is interesting to note how institutional policies and strategies in several cases have become much more open to new and innovative forms of teaching and course delivery as a result of the projects launched by the Phare ODL Study Centres. The Centre at Warsaw University of Technology has noted a significant increase in the interest in ODL among the faculty members and the students. The Centre in Nowy-Sacz is primarily a methodological centre which undertakes training the university's staff and supports development of ODL courses. Some of the Centres have succeeded in establishing close co-operation with external partners, such as the recently established partnership between IBM Poland and the Centre at Warsaw University of Technology. The Centre in Kielce have been forced to extend its opening hours due to the increasing demand for ODL courses.

Of particular interest is the co-operation, which has developed among several of the Phare ODL Study Centres. The Distance Education Centres in Warsaw and Kielce have formed a partnership which includes joint course development and delivery. A national database of distance education study centres and the programmes and services provided by them has been established by DECTUG in Gdansk and be accessed via the Web (http://www.pg.gda.pl/~dec/cen/).

Course Development
Several course packages have been developed by the Phare ODL Study Centres in Poland.

The Centre in Nowy-Sacz has developed 5 courses in "Operations Research", "Internet and Intranets", "Basic Finance", "Investment" and "Computer Networks". During 1998 and 1999 close to 1,200 people have participated in these courses which have been delivered in mixed mode, combining contact classes and Internet delivery. The Centre in Krakow has developed courses in mathematics and physics. DECTUG is an authorised AutoCAD training centre and has also developed an English language course and participated in two Course Module Development projects. The Centre in Krosno has developed modules in the areas of economics, law, biology and Polish language training.

The Course Module Development projects WAWAMAN (Waste Water Management) is led by the Gdansk Water Foundation in co-operation with DECTUG, who also participates in the ENVIMAN project (Environmental Management). Other Polish organisations participate in DEFCS (Family Therapy) and EE-DEC (Energy and Environment).

International links and co-operation
The Phare ODL Study Centres have developed active links and partnerships with other European ODL organisations over the last few years. Most Centres are members of the European Distance

Education Network (EDEN). Bilateral partnerships include organisations in the United Kingdom, Finland, France and the USA.

Romania

By *Mr. Ioan Popa*
Head of the Office for Open and Distance Learning, Director of the Phare National Contact Point, Romania's Representative on the Programme Steering Committee

Policy developments
Open and distance Learning was introduced in the Romanian Education Law of 1995, to some degree in response to the start-up of the Phare MCP for Distance Education. Later amendments or ministerial orders have further elaborated the legal and institutional framework within which ODL is being

established in higher education in Romania. These orders concern:

- The establishment of the Office for Open and Distance Learning (OODL) within the Ministry of Education;
- The establishment of ODL Study Centres;
- The organisation of ODL within universities;
- Equalising ODL with other forms of education in accordance with the 1995 Education Law: Universities can provide ODL programmes up to Master degree level.

A recent Ministerial Order from 1999 provides a comprehensive definition of ODL's position within higher education. The ministry also has allowed universities to charge tuition fees from ODL students.

Private providers of distance education programmes have already for some years been very active and quite successful in adapting and delivering programmes – particularly within the area of management and business education – which are developed by ODL institutions from the European Union. ODL has also been used in training programmes for the banking and finance sector.

The Phare MCP for Distance Education has played an important role in the building up of ODL facilities and expertise within Romanian universities and, in general, in promoting the very concept of ODL as a new and innovative form of opening the access to higher education.

The Office for Open and Distance Learning and the Phare National Contact Point
The Office for Open and Distance Learning (OODL) was established in 1998 as a unit within the Ministry of Education. Some of the priority tasks of OODL are to create awareness about ODL and to co-ordinate national policies and local initiatives. OODL has been instrumental in setting up the legal framework for ODL. It also has undertaken the role as National Contact Point for the Phare MCP for Distance Education. In this capacity it managed and co-ordinated the establishment and equipping of the seven Phare ODL Study Centres in Romania. OODL has three full-time and two part-time staff. The Head of OODL is Director of the Phare NCP as well as Romania's representative of the Programme Steering Committee.

Human Resource Development
With 70 LOLA students Romania has the second largest national representation in this comprehensive train-the-trainers programme. More than 50% completed the course with excellent results. The Romanian LOLA student community turned out to be one of the most active in the online discussion forum and initiated a number of key debates on the role of ODL. It also was Romanian LOLA students who introduced and now actively pursue the idea of setting up an association of ODL course developers. The Romanian LOLA success is very much ascribed to the excellent work done

by the two National Facilitators, Ms. Anda Iosif and Ms. Gabriella Popa, who organised local student support and a series of residential course workshops for Romanian students.

The NCP and all the Romanian ODL Study Centres have contributed to the awareness raising through seminars and promotional events. The OODL have organised a national meeting in Bucharest – Conference and Exhibition in October 1998. Two examples: Sibiu DESC have organised, occasioned by the launch of the distance education course, a national meeting in May 1998 and an international seminar in March 1999. The Civil Society DESC has organised two international seminars, with invited participation from FernUniversität Germany (April 1998) and Agencie Internationale de Francophonie (February 1999).

Study Centres

Seven ODL Study Centres have been established as a result of the Phare MCP for Distance Education. They are located at the University of Bucharest, the Transylvanian University in Brasov, the Technical University of Cluj-Napoca, the A.I. Cuza University in Iasi, the Lucian Blaga University at Sibiu, the Polytechnic University at Timisoara and at the Sf. Vasile Cel Mare Foundation in Bucharest.

The Phare ODL Study Centre at the University of Bucharest is located at the Department of Physics. It has a staff of four faculty members assisted by student project assistants. Since its official establishment in 1998 the Centre has built up a portfolio of 5 courses. It has undertaken in-house staff training and has established co-operation with seven satellite OCL centres at institutions in the South East of Romania.

The Study Centre for Civil Society in Bucharest is one of the few Centres in the Phare ODL Network which is located outside public institutions and the immediate sector of higher education. It is hosted by the Sf. Vasile Cel Mare Foundation, a private organisation which provides courses in health care, social services and human resource development.

The Cluj-Napoca Open and Distance Education Study Centre – CNODESC – has developed a series of 6 courses in the areas of IT, software engineering and telecommunications. These courses are accredited as part of the Master Degree programme at the Faculty of Electronics and Engineering. It is participating in the VLE-ECADELL Course Module Development project. CNODESC is planning to extend its course portfolio to post-graduate courses and to areas outide the field of electronics and IT. CNODESC has developed ICE - a full-fledged Web-based course delivery and student support environment.

The Phare ODL Study Centre at the Transylvanian University in Brasov has piloted two courses and are planning to development more courses in the areas of human resource development and teacher training. There is strong demand for courses in these areas.

The Phare ODL Study Centre at the "Alexandru Ioan Cuza" Universityin Iasi is part of the University's Centre for Open and Distance Learning and Professional Conversion (CODL-PC). The main target group for the ODL activities is teachers in the secondary schools in the Moldavian region. IDESC will develop for this target group a set of courses for training and retraining in modern educational technologies. In the medium-long term IDESC will be involved in course development for independent farmers in the mountain region (agro-tourism). This activity is important for the economic development of the Moldavian region. The first ICODL-PC project, funded by Phare was the development of the course "Modern Educational Technologies" which is and will be used for the training of the newcomers in the ODL domain.

The Sibiu DESC has been very active in organising and delivering distance education programmes for the field of Journalism. Based on the conclusions of the two successful presentations, the ODL Study Centre has launched, in September 1999, the ODL Department of the Faculty, with 100 enrolled students.

Course Development

In addition to local course development as described above, four Romanian institutions – including CNODESC in Cluj-Napoca and the Study Centre for Civil Society in Bucharest – are participating in

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5 Course Module Development projects: WAWAMAN, EURONET-SOCIODIR, VLE-ECADELL, UNIPHORM and PEP.

International links and co-operation
Both the OODL/NCP and the individual ODL Study Centres have established a number of links and bilateral partnerships with ODL organisations in the European Union., including EADTU and EDEN.

Slovak Republic

By *Ing. Miroslav Babinsky*
Director of the National Centre for Distance Education, Director of the Phare National Contact Point

Policy developments
In 1994 OECD presented a report which as one of its recommendations had the building-up of modern ODL in the Slovak education system. The Phare MCP for Distance Education was launched in the Slovak Republic the same year, and during the last 4 years the country has seen a concerted and dynamic effort to introduce ODL in tertiary and higher education. The Tempus programme, and more recently the Socrates and Leonardo programmes, also has supported several Slovak projects in the area of ODL.

Distance education is mentioned within the 1998 Act on Further Education, but otherwise ODL is not integrated in the education legislation. There is a need for further consolidated legislation on ODL, in particular in relation to accreditation, quality standards and financing.

The Council for Distance Education is an advisory body appointed by and reporting to the Minister on strategy and policy issues related to the development and implementation of ODL. It has ten members. The Ministry also provides financial support to the National Centre for Distance Education (NCDE) which hosts the Phare National Contact point.

It is the universities themselves who to a large extent have driven the organisational and educational developments in ODL. The Slovak Network of Distance Education (SNDE) was established in 1996 to provide an organisational focal point and a collaborative framework for five Local Centres of Distance Education (LCDE) located at universities in Kosice, Zvolen, Nitra, Bratislava and Zilina.

National Centre for Distance Education and the Phare National Contact Point
An early initiative was the National Slovak Open University, which was set up in 1991 but unfortunately had to close activities two years later. The NCDE was established in 1994 at the initiative of the Minister of Education and by the Rector of the Slovak Technical University and now has status as an independent unit with a separate budget and reporting directly to the Ministry of Education. The Ministry will continue the NCDE after the end of the Phare MCP for Distance Education.

The principal task of the NCDE is to promote ODL and to offer methodological support in co-operation with the Council for Distance Education. The NCDE undertakes the role of National Contact point for the Phare programme and has been responsible for the establishment and equipping of the three Phare ODL Study Centres in the Slovak Republic (Bratislava, Zvolen, Kosice).

Human Resource Development
The NCDE and the LCDEs have organised more than 20 seminars, workshops, conferences and other training events in the area of ODL. The topics addressed include distance education methodologies, tutoring, marketing, course writing techniques and new educational multimedia technologies. Several hundred ODL practitioners and other professionals interested in ODL have taken part in these

training programmes. Staff from the NCDE and LCDEs has undertaken a number of study trips to ODL centres of expertise in the European Union and the Phare countries.

The LCDEs organise regular in-house training for faculty members in the development of (printed) learning materials and tutoring of distance learners.

Every year since 1996 the NCDE has organised a "Week of Distance Education in Slovakia", including a major international conference with regular attendance of over one hundred participants in Bratislava and 'open house' events hosted by each of the LCDES. Eight books, five conference proceedings and several articles have been produced.

Study Centres
The Phare ODL Study Centres are located at the Slovak Technical University in Bratislava, at the Technical University of Kosice and at the Technical University of Zvolen. The LCDEs established in Nitra and Zilinia co-operate with the Phare ODL Centres as does the methodological centre operated by City University Bratislava.

The LCDEs co-operate closely. Co-operation includes exchange and local adaptation of ODL courses. Parallel to its own course development, the LCDES in Zvolen for instance has adapted courses developed at the LCDES in Bratislava and Kosice.

The LDCES at the Technical University of Kosice is an integrated part of the University's Institute for Lifelong Learning. The Centre has given particular priority to co-operation with local enterprises in the development of courses in areas such as Management of Environmentally Friendly Restructuring of Heavy Industries, Banking, Risk Management - Work Safety and Safety of Technological Systems. The Centre also has developed general courses on IT and the Internet.

Course Development
The LDCEs in Zvolen has developed a 3-semester, 6-module post-graduate course on "Landscape ecological planning and projecting of country", aimed at technical professionals in public and private organisations. It is designed as hybrid course, which combines printed self-study materials with video cassettes, contact classes and individual tutorial support via telephone and e-mail. The Zvolen Centre also has developed comprehensive ODL programmes in Management and in Waste treatment

The LCDE at the Slovak Technical University has developed a series of 6-month long university-preparatory course in mathematics, physics and chemistry. The students enrolled on these courses grow every year and is now close to 300.

The LCDEs in Bratislava and Kosice are partners in four Course Module Development Projects: EE-DEC, QCM, DECHEM, ENVIMAN. The University of Zilina participates in DEMPCAE and the University of Economics in Bratislava is a partner in WT DT 2000.

All three Centres are involved in various new course developments within the framework of the Socrates and Leonardo programmes.

International links and co-operation
International co-operation has been a priority to all members of the Slovak ODL network. The NCDE is a member of EADTU with observer status. The Study Centres have all active co-operation with institutions and organisations both with and outside Europe.

Slovenia

By *Ms Margerita Zagmajster*
Director of the Phare National Contact Point

Policy developments
Higher education in Slovenia has experienced an exponential growth during the last decade. The number of students enrolled in higher education increased for 70% during the period 1990-1999. However, as much as 28% of students are part-time students who in many cases combine study with work. Additionally the country has experienced a steeply increasing demand for continuing and further education among working adults. The demand for further and higher education is big and constitutes a potentially large market for open and distance learning.

Prior to the political changes and Slovenia's independence in 1991, some forms of distance education were applied by non-academic correspondence schools and workers' universities. Modern distance education developments were initiated in the early 1990'es, pioneered by the Faculty of Economics at the University of Ljubljana, who in 1994 started the development of a full ODL degree programme Business School. The development of ODL programme Business School was led and co-ordinated by the Slovene National Contact Point for DE (NCP) and included in the national sub-project within Phare MCP for Distance Education (first phase). The first modules of this degree programme were piloted in 1995. Today the programme has about 1,300 students enrolled. The programme is self-sustainable and it's implementation is financed entirely by student fees, a fact which maybe better than anything else demonstrate the large demand and potential for quality ODL in Slovenia.

While ODL has no clearly defined legal or strategic profile in the 1993 Higher Education Act and probably neither will have one in the

new law in preparation, the Ministry of Education and Sport has provided financial and moral support to ODL initiatives during the last 5 years. This is very much to be ascribed to the Phare MCP for Distance Education, which has played a significant and important role in Slovenia. It is expected that the government will continue to support the NCP after the Programme ends in September 1999.

The Phare MCP for Distance Education and the support extended by the Ministry has resulted in a broad and active interest in ODL among educationalists, institutions and enterprises in Slovenia. As of today more than 60 organisations and upward 200 individuals are participating in the Slovene ODL network.

The Phare National Contact Point
The Faculty of Economics has, as said, been instrumental to and played a pioneering role in Slovene ODL initiatives. The Faculty hosts the Phare NCP with financial support from the Ministry of Education and Sport. The NCP is the national focal point for ODL and has, since the start of the Phare Programme in 1995, organised a large number of training and awareness raising seminars, ODL policy assessments and study visits. It provides methodological and organisational advice and consultant services to other Slovene organisations and institutions. It has managed the formal, organisational and technical establishment of the two Phare ODL Study Centres in Slovenia.

The Director of the NCP and Slovenia's representative in the Programme Steering Committee have published a number of articles on ODL and the Phare MCP Programme, in both national and international publications.

The Slovene NCP on 18 October 1999 was awarded the honorary prize of the Slovenian Institute for Adult Education. The prize is awarded to institutions, which have demonstrated outstanding achievements in the area of adult education.

Human Resource Development
The NCP and the two Phare ODL Study Centres in Ljubljana and Kranj have organised ODL training seminars on topics such as the use of videoconferences in distance education, development of printed learning materials and tutoring in distance learning settings.

Following a careful screening of interested candidates, 21 people were selected in fall 1998 to participate in the 1999 LOLA train-the-trainers course. The LOLA National Facilitator, Dr. Lea Bregar, developed a comprehensive programme and curriculum for the Slovene Vertical Strand of LOLA. She and the NCP organised three national LOLA seminars and have co-operated closely with the on-line tutor, Ms. Judith Warren, throughout the course. The result is an extraordinarily high

success rate of 95%! The Minister of Education, Dr. Pavel Zgaga, presented the LOLA certificates to the successful students during a graduation ceremony on 20 October 1999.

Study Centres
Phare ODL Study Centres have been established at the Faculty of Economics in Ljubljana and at the Faculty of Organisational Sciences in Kranj at the University of Maribor. Staff salaries in both Centres are financed by the respective faculties and income is received from student fees. Both Centres have organised in-house ODL training seminars for the faculty staff.

The Centre in Ljubljana has a network of 5 local support centres which play an important role in the delivery of the Business School degree. With about 1,300 students currently enrolled this programme is the main activity of the Centre. The Centre in Kranj is finalising the development of a DE programme for third academic year on Information Technology in Organisation and Management.

The Centres combine various media in the course delivery: printed material, Web-based material, on-line tutor support through computer-mediated communication and interactive lectures utilising videoconferences.

Course Development
Apart from the already mentioned degree programme in Business School, a number of ODL courses are currently being developed by Slovene organisations at their own initiative.

Four Course Module Development projects are led by Slovene organisations:

- EUROPEANISATION – Approaching Europe: a Training course for Europeanisation of a Training Institution – is managed by Centre for Management in Education
- CEMEHE – Module for Environmental Health Engineers – is led by the Faculty of Civil & Geodetic Engineering, University of Ljubljana
- WT DT 2000 – Business German – is led by Faculty of Economics, University of Ljubljana
- CEES – European Economic Statistics – is led by Faculty of Economics, University of Ljubljana

International links and co-operation
The Slovene NCP is a member of the European Association of Distance Teaching Universities having a status of observer. The NCP is member of EDEN, ICDE, ICDE-SCOP, EuroPACE and DEN within EAIE. A number of co-operative links have been built up with institutions in the European Union and the Phare countries.

HUMAN RESOURCE DEVELOPMENT 3

One of the strategic long-term priorities of the Phare Multi-country Programme for Distance Education is the building up of know-how and expertise in the area of ODL. This objective has been pursued throughout the programme by applying a variety of different and complementary types of train-the-trainers and HRD actions. It is estimated that well over 1,000 people have participated in long and short ODL training programmes, ranging in duration from one day to six months.

All areas of the ODL cycle have been covered: Training Needs Analyses, Course Design, Course Development, ODL Media and Technologies, Development of Printed Learning Material, Development of Off- and On-line Multimedia Learning Material, Tutoring, Student Support, Quality Assurance, Business Planning, Marketing – et cetera.

The ODL experts who have developed and delivered these train-the-trainers programmes have been recruited from ODL centres of expertise within the European Union, however, to an increasing degree during the last couple of years ODL experts from the Phare countries have participated as lecturers and consultants on ODL methodology.

REGIONAL AND NATIONAL PROGRAMMES

The Country Profiles (Chapter 2) clearly show that the main contribution and HRD effort is represented by the many and comprehensive training programmes which have been organised by the National Contact Points and the Phare ODL Study Centres.

It is estimated that more than 80 such programmes have been organised by the NCPs and the Study Centres. The programmes have addressed the wider regional or national educational community as well as specific groups of academics and professionals recruited from within the participating institutions. The locally initiated training programmes vary in structure and duration. In some cases programmes include several modules and run for an extended period, such as the course organised by the Czech National Centre for Distance Education, which includes three seminars. The first seminar is aimed at authors of printed distance education learning materials, the second seminar is aimed at ODL tutors, and the last seminar is aimed at ODL managers and administrators.

Most of these programmes have been designed for face-to-face delivery. However, during the last year of the Programme several Phare ODL Study Centres have supplemented face-to-face ODL training activities with various forms of Web-based ODL training facilities and services.

TRANS-NATIONAL PROGRAMMES

The first trans-national train-the-trainers programme was part of the Technical Assistance Programme managed by the European Association of Distance Teaching Universities during 1995 and 1996. This train-the-trainers programme had two strands: ODL and European Studies. Both programmes were delivered in a mixed mode, combining self-study with face-to-face seminars and study visits to ODL Centres in Finland, Sweden, United Kingdom, France, Germany, The Netherlands, Spain and Portugal.

The Foundation and the Programme Co-ordination Unit has organised shorter training sessions in the NCP and Study Centre meetings, which have been organised twice every year since 1997. These sessions have addressed issues such as Planning and Management of ODL Study Centres, Current

International Trends in ODL, Computer-mediated Communication in Distance Education, Business Planning and Marketing, Quality Assurance in ODL, Intellectual Property and Copyrights in ODL.

A 3-day training programme was offered to the managers of the Course Module Development projects in March 1998. This programme covered three topics: International Project Management, Administration of Phare Projects, and Open and Distance Learning (Training Needs Analysis, Course Design, Tutoring, Student Support, Quality Assurance, Marketing).

LOLA – LEARNING ABOUT OPEN LEARNING

The most comprehensive and ambitious of the many train-the-trainers programmes is LOLA – Learning About Open Learning. LOLA was designed to meet four objectives:

- It should cover the full curriculum of a comprehensive ODL training programme;
- It should reflect general methods and developments as well as specific national/regional ODL-related issues and requirements;
- It should deploy state-of-the-art course delivery methods and media – but in a non-discriminating and technologically non-exclusive manner - and it should support trans-national interaction between the tutors and the students and among the students themselves;
- It should undertake a real assessment of the students and course certificates should be recognised by a leading ODL provider in the European Union.

LOLA is structured into two complementary Strands:

The Horizontal Strand comprises five main modules, which cover the general curriculum of an ODL training programme: 1) Identification of Target Groups and Learning Needs (Training Needs Analysis), 2) Planning, Design, Development and Testing of ODL Courses), 3) Design, Implementation and Testing of Student Support and Assessment Systems, 4) Validation, Quality Assurance, Recognition and Accreditation in ODL, 5) Management, Administration, and Marketing of ODL Programmes. The Horizontal Strand was designed to represent approximately 80% of the total study work. It was supported by a Student Handbook, a Tutor Handbook and printed set books for each of the 5 modules (also available on-line for download). The Horizontal Strand was taught by a group of 11 EU tutors with individual tutoring responsibilities for groups of up to 40 students in each of the 11 participating countries.

The *Vertical Strand* was designed individually for each country and tailored to the specific situation. The objective of the Vertical Strand was to develop project-oriented case studies, which will enable the students to apply the general methods to their local and national situation. It should enable the students to develop robust plans for the deployment of ODL in their local and national education and training environments. The Vertical Strand represented approximately 20% of the total study work. It was developed and organised by a National Facilitator in each country (two in Poland and Romania).

To pass the course the students were obliged to submit six compulsory Tutor Marked Assignments. A Final Assignment in which the students should evaluate their personal experiences with the course and its results was optional.

The National Facilitators have been instrumental to the success of LOLA, not only by organising the Vertical Strand but also in general through their support to local students and their close co-operation with the EU tutors and the course management team.

The principal course delivery channel was a full-fledged Web-based course environment, with a library of course materials, additional learning resources (internal as well as external links to international ODL resource centres), course calendars, individual Web pages for the tutors, National Facilitators and the students, and several other facilites and services. The most important service was the on-line discussion or conferencing facility (WebBoard) which was used around the clock daily (Saturdays and Sundays included!) by tutors, National Facilitators and students for discussions, exchange of experience, mutual support and encouragement. Thousands of messages were exchanged during the six months of the course. However, a considerable volume of the student-tutor-National

Facilitator and student-student interaction was conducted through e-mail, mainly due to the Web access problems experienced by many students.

The course was opened with national Kick-off Seminars in each country. During the course additionally two Vertical Strand seminars were organised in each country.

Course planning started in July 1998 with the recruitment of the National Facilitators. The course was designed to cater for 400 students but was oversubscribed already in early September and a selection was required. The National Contact Points were responsible for selecting the 400 students among the applicants. The National Facilitators participated in a 3-day pre-course training programme in November 1998. The course started on 1 March and the last Tutor Marked Assignments were submitted in early August.

Of the 400 students enrolled 227 passed, which is an overall success rate of 56%. This is above the average success rate for similar ODL (on-line) courses in the European Union. However, it should be noted that in some countries such as Slovenia, Lithuania and Latvia the completion rate is extraordinarily high (between 75% and 95%) and that all countries, except three, have completion rates well above 50%.

The contractor for the LOLA course is Scottish Development Overseas, United Kingdom. Course development and delivery was undertaken by the Institute for Computer-Based Learning at the Heriot-Watt University in Edinburgh.

A 3-year license has been agreed between the Foundation and the contractor Scottish Development Overseas, whereby the LOLA course material can be used by the NCPs and the Phare ODL Study Centres for further dissemination and for training of more national and local trainers in ODL methodology. The license agreement gives the NCPs and the Phare ODL Study Centres the right to translate the material into their national languages, should they wish so. The NCPs will manage the license agreement on a bilateral basis with the owner of the material.

COURSE DEVELOPMENT 4

Content development is the second main pillar of the Phare Multi-country Programme for Distance Education. The initial objective for this part of the programme was to establish a critical mass of ODL courses in areas of strategic importance to the socio-economic development in the Phare countries. This has been pursued in three ways:

- Through national and local course development
- Through trans-national course development
- Through the European Studies Programme (please see Chapter 5)

Different methods and media have been used in the ODL course design, from exclusively print-based self-study packages to state-of-the-art multimedia learning packages, from mixed-mode tutoring approaches (residential seminars or contact classes combined with distance studies) to networked on-line tutoring systems. While the Phare ODL Study Centres now have access to advanced educational technologies and a big majority of them have developed on-line course information and learning services, the access to PCs and the Internet is still limited within the target groups. Course providers and developers therefore must apply a very careful and non-discriminating approach to their use of media and technology.

Distance education methods are to an increasing degree being integrated into the traditional teaching and learning environments, particularly within higher education institutions, which are starting to deploy multimedia and Web tools in their traditional (degree) programmes. Mixed mode teaching, combining traditional contact classes with on-line learning resources and computer-mediated communication, is being adopted by more and more university teachers. This development is line with similar conceptual developments in higher education in the European Union and other parts of the world.

NATIONAL AND LOCAL COURSE DEVELOPMENT

A very high number of ODL courses have been developed within the Phare countries during the last four to five years. Some of these developments were funded by the Phare MCP for Distance Education during the 1995-1997 national pilot projects, some have been supported by the Programme during the 1997-1999 follow-up programme, some have been made possible by the institutions' own investments, and some have been supported by other international and EU programmes such as Tempus, INCO-Copernicus and others.

A full inventory of ODL courses developed by the Phare countries is still not available, but it probably would include well above 200 titles. Here are a few examples:

- The catalogue of the Hungarian National Council for Distance Education alone lists 67 programmes with a total of 1,355 modules offered by 23 institutions;
- The Local Distance Education Centre at the Technical University of Kosice, Slovakia, has built up a portfolio of courses in management, financing and IT which is aimed at local enterprises and businesses;
- The Distance Education Services at Liberec Technological University, the Czech Republic, is offering teacher training courses and continuing education courses for engineers for more than 700 students;
- The Joint ODL Study Centre in Tirana has more than 100 students enrolled on a 3-year degree programme in Electronics and Telecommunications Engineering;
- The Distance Education Study Centre at the Faculty of Economics at the University of Ljubljana is currently supporting 1,300 students enrolled on the Faculty's ODL degree programme in Economics;
- More than 30 learning packages were developed in Bulgaria in 1997 at the initiative of the Bulgarian National Centre of Distance Education and NCP;

- The Distance Education Study Centre at the University of Bucharest recently developed five IT and software engineering courses and is in the process of developing new programmes, including a planned degree programme;
- The Distance Education Study Centre at the University of Mining and Metallurgy in Krakow has developed ODL courses in mathematics and physics;
- The Centre in Nowy-Sacz has developed five courses in "Operations Research", "Internet and Intranets", "Basic Finance", "Investment" and "Computer Networks". During 1998 and 1999 close to 1,200 people have participated in these courses which have been delivered in mixed mode, combining contact classes and Internet delivery;
- The Regional Distance Education Study Centre at Kaunas University of Technology has developed ODL courses in IT, electronics, the Internet and has also organised live training sessions for medical doctors using video conferences;
- The institutions behind the Phare ODL Study Centre in Tallinn have recently completed the development of comprehensive ODL programmes on "Environmental Law and Management". "Educational Technology". and a diploma course on "Introduction to Business";
- The Distance Education Study Centre at Riga Technical University has developed language courses.

The course development approach varies from course to course and from centre to centre. In some cases traditional programmes are being adapted and re-designed into ODL format, in a few cases foreign course material has been used and adapted to local requirements, but in far the most cases this has been "original" development.

TRANS-NATIONAL COURSE DEVELOPMENT: THE COURSE MODULE DEVELOPMENT PROJECTS

The Course Module Development project is one of the key components of the Phare MCP for Distance Education with an overall investment close to 4 million EUR. The principal objectives of the CMD project are to reflect new developments in the economies and labour markets in Central and Eastern Europe and to respond to rapidly emerging needs for new qualifications in private and public sectors in the countries.

The Course Module Development initiative aimed at encouraging multi-country co-operation in and ODL among the Phare countries and between the Phare countries and EU member states as well as at strengthening existing ODL networks in Central and Eastern Europe. The CMD initiative was also focused on contributing to the further development of education & training in Central and Eastern Europe and the promotion of sustainable distance education course development.

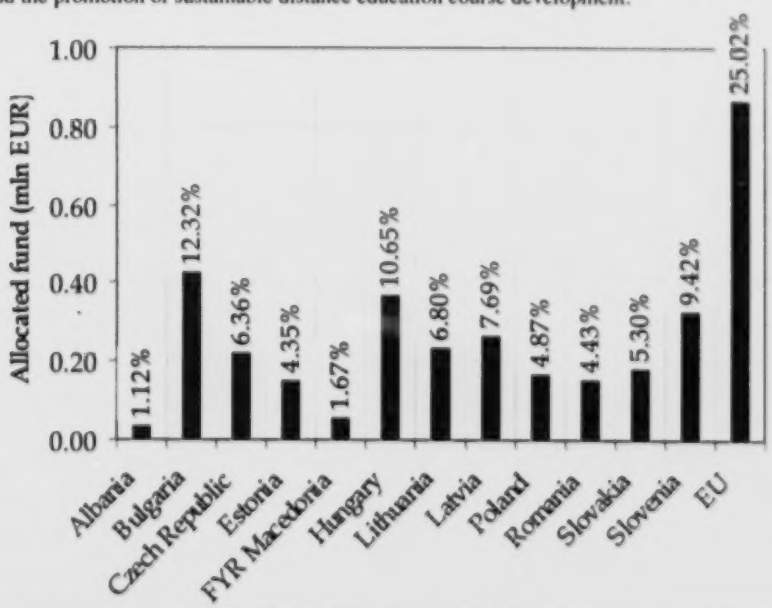

Figure (1). CMD budget per CEE countries
(3.473 million EUR)

Altogether 71 CEE organisations from 12 CEE countries and 45 EU organisations were involved in the projects. Among them 25 Phare ODL study centres also participated as the lead partners or partners in the CMD project consortia.

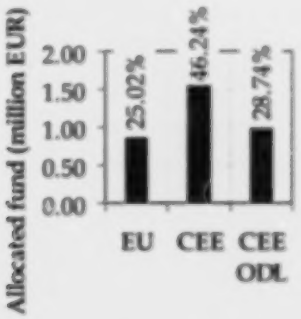

Figure (2). CMD budget share per sector
(3.473 million EUR)

The actual course curriculum development was based on the specific training need analysis conducted by the individual CMD consortia in the countries, where the dissemination of the courses has been expected. Eighteen months of intensive work resulted in completion of 27 high level ODL courses applying a variety of distance education methods ranging from more traditional delivery methods to advanced application of interactive multimedia CBT concepts and Internet WWW technology.

The course curricula cover the following 9 subject areas (in alphabetical order):

I. Education Management and Methodology
II. Engineering and Technology
III. Environmental Sciences
IV. European Languages
V. European Union Accession
VI. Health Sciences
VII. Information Systems and Technology
VIII. Management and Business Administration
IX. Social Sciences

All courses were tested in pilot delivery organised by the CMD project consortia for the selected representatives of the target group identified by the training need analysis. The pilot delivery proved the relevance of the courses to the needs and socio-economic context in the target countries and provided necessary inputs for possible final adjustment of the course curricula and/or course materials.

In order to ensure high level quality of the final products, the European Training Foundation assisted the CMD consortia with organising several specific training interventions addressing relevant areas like the modern concepts in ODL methodology, quality assurance and copyrights of ODL courses. The Foundation also paid special attention to support to the dissemination of the courses. An exhibition of the course materials for all actors of the Phare ODL Network was organised in order to assist the wider dissemination of the courses in all Phare countries.

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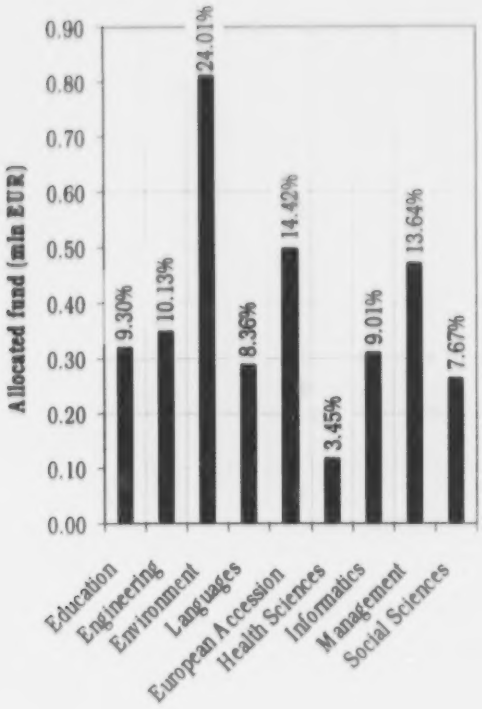

Figure (3) CMD Budget per Subject Area
(Total 3.473 Million EUR)

With the specific objective to support the Course Module Development projects in their marketing and further development of their course products and services, the Foundation suggested to the Programme Steering Committee to organise a 'validation' of the products. This validation is undertaken by independent ODL and subject matter experts and will be completed by the end of October 1999.

In line with the objective to strengthen the Phare ODL Network, all NCPs and all Phare ODL Study Centres have received a full copy of all the learning materials developed by the Course Module Development products. CEE.

COURSE MODULE DEVELOPMENT PROJECTS: SUMMARY SHEETS

Course Acronym	Course Topic	Wider Reference Area
ABM&M	Management & marketing in agriculture	Management
AGRIPO	Agricultural pollution & environment	Environmental Sciences
BPOM	Business planning	Management
CANDIDUS	Management of primary/secondary schools	Education
CEES	European economic statistics	European Union Accession
CEMEHE	Hygiene, health and safety in environment	Environmental Sciences
DECHEM	Managament of higher education institutions	Education
DEFCS	Family therapy and family councelling	Social Sciences
DEMAND	Advanced media in DE course design	Education
DEMPCAE	Computer aided mechanical engineering	Engineering & Technology
EE-DEC	Environmental aspects of energy	Environmental Sciences
EFMAREM	Maritime English for emmergencies	European languages
ENVIMAN	Environmental management	Environmental Sciences
EUROLAW	European law in trade and services	European Union Accession
EUROLI	European legislation and institutions	European Union Accession
EURONET-SOCIODIR	Management of social-welfare institutions	Social Sciences
EUROPEANISATION	Managing European projects in schools	Education
GFM	Management non-profit making organisations	Management
MEBA	General English course to intermediate level	European Languages
PEP	Palliative care for health-care professionals	Health Sciences
QCM	Quality in chemical measurement	Engineering & Technology
RAPIDITY	Information technology & computer science	Information Systems & Technology
SPARROW	Energy spare and conservation in buildings	Environmental Sciences
UNIPHORM	Geographic information systems	Information Systems & Technology
VLE-ECADELL	Computer aided desing in electronics	Engineering & Technology
WAWAMAN	Management of water resources	Environmental Sciences
WT DT 2000	Business German course	European Languages

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Listing By Subject Area

Wider Subject Area	Course Acronym	Course Topic
Education	CANDIDUS	Management of primary/secondary schools
Education	DECHEM	Managament of higher education institutions
Education	DEMAND	Advanced media in DE course design
Education	EUROPEANISATION	Managing European projects in schools
Engineering & Technology	DEMPCAE	Computer aided mechanical engineering
Engineering & Technology	QCM	Quality in chemical measurement
Engineering & Technology	VLE-ECADELL	Computer aided desing in electronics
Environmental Sciences	AGRIPO	Agricultural pollution & environment
Environmental Sciences	CEMEHE	Hygiene, health and safety in environment
Environmental Sciences	EE-DEC	Environmental aspects of energy
Environmental Sciences	ENVIMAN	Environmental management
Environmental Sciences	SPARROW	Energy spare and conservation in buildings
Environmental Sciences	WAWAMAN	Management of water resources
European Languages	EFMAREM	Maritime English for emmergencies
European Languages	MEBA	General English course to intermediate level
European Languages	WT DT 2000	Business German course
European Union Accession	CEES	European economic statistics
European Union Accession	EUROLAW	European law in trade and services
European Union Accession	EUROLI	European legislation and institutions
Health Sciences	PEP	Palliative care for health-care professionals
Information Systems & Technology	RAPIDITY	Information technology & computer science
Information Systems & Technology	UNIPHORM	Geographic information systems
Management	ABM&M	Management & marketing in agriculture
Management	BPOM	Business planning
Management	GFM	Management non-profit making organisations
Social Sciences	DEFCS	Family therapy and family councelling
Social Sciences	EURONET-SOCIODIR	Management of social-welfare institutions

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Acronym:	**ABM&M**	**ETF Contract**	ETF/97/VET/0082
Subject area:	Management in Agriculture	**Subject links:**	Management
Course title:	Development of Post-experienced Programme in Agro-business Marketing and Management		
Course Web:			

Contact Person	Mr. Endre Smolcz		Gödöllö University of Agriculture
Telephone:	+36-1-326 0755		Institute of Management Education
Telefax:	+36-1-326 0766	**Address:**	Frankel Leo ut 114
E-mail:	smolcz@ntt.hu		H-1023 Budapest
			Hungary

Institution Web http://www.ktg.gau.hu

Course summary:

The course is aiming at developing management competencies in the sector of agriculture with the specific focus on management and marketing of agricultural companies. The course also provides the principle links to relevant EU legislation regulating the agriculture and food production in the European Union.

The course curriculum consists of 8 modules:

1. Agriculture & Food Marketing & Management
2. Marketing Research
3. Strategic Management & Business Planning
4. Marketing Information Systems
5. European Law & Common Agricultural Policy
6. International Marketing & Export Marketing
7. Agro-business Financial Management
8. Agro-business Human Resource Management

The course is designed for managers of small and medium enterprises as well as managers of larger companies operating in the sector of agriculture. The course is also useful for consultants, managers of agriculture-related sectors (in particular food) as well as those who are dealing with or interested in agriculture management and business administration.

The course is designed as a traditional correspondence-based course using printed learning materials as the basic medium. In addition to the learning package, each module is supported with a printed learner/tutor guide. In total 160 hours of face-to-face training sessions (20 hours per each module) are provided. Asynchronous and synchronous consultations are organised throughout the course duration to support learning. Consultations are either based on face-to-face tutor support or communication by telephone, fax and e-mail.

The course will be validated by the Cranfield University (UK) and accredited by at the Gödöllö University of Agriculture (H) or The Riga Business School (LV) in near future. Before validation the course will be delivered as long continuing education course by the Institute of Management Education at the Gödöllö University of Agriculture (H) as well as by The Riga Business School (LV).

During the regular course delivery students are expected to submit a written assignment and pass a written examination after completion of each module. After the course validation and accreditation, successful students will be awarded the diploma and MSc degree in agriculture management issued as joint diploma of the Cranfield University (UK), the Gödöllö University of Agriculture (H) and The Riga Business School (LV). Before the course validation only a Certificate issued individually by the delivering institutions will be awarded.

Course characteristics:

No. of study hours:	800	**Delivery duration:**	24 months
No. of hours at distance:	640	**No. of face-to-face hours**	160
No. of modules/units:	8	**No. of tutors involved:**	8 (H), 8 (LV)
Language versions:	H, LV, UK	**Target countries:**	H, LV

Course development consortium:

Gödöllö University of Agriculture (Contractor)	**Hungary**
Riga Technical University (Phare ODL Study Centre)	Latvia
University of Cranfield	UK

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Acronym:	**AGRIPO**	**ETF Contract**	ETF/97/VET/0094
Subject area:	Agriculture & Environment	**Subject links:**	Environmental Sciences
Course title:	Agriculture and Pollution: Environmental Problems and Practical Solutions		
Course Web:	http://distance.ktu.lt/agripo		
Contact Person	Mr. Valdas Paulauskas		Lithuanian University of Agriculture
Telephone:	+370-7-296 015		Department of Ecology
Telefax:	+370-7-296 844	**Address:**	Noreikiskes, Academija
E-mail:	pvaldas@tech.lzua.lt		LT-4324 Kaunas
			Lithuania

Institution Web

Course summary:

The course is aiming at developing knowledge and understanding of principle problems, resources and impact of agriculture upon the environment and industrial pollution upon agriculture. Practical skills in identification of adequate solutions are also developed using a number of case studies.

The course curriculum is structured into 8 modules

1. Introduction to Agriculture & Pollution
2. Nitrates
3. Pesticides
4. Animal Wastes
5. Sewage Sludge & Other Organic Amendments
6. Soil Contamination
7. Pollution Control Policies
8. Alternative Agricultural production Systems

The course is designed for professionals dealing with problems of environmental pollution, decision-makers, executives and technical managers of agricultural companies, students in agricultural and environmental studies and other individuals interested in the subject of environment.

The course is designed as the traditional distance education course using printed learning materials as the basic medium. The printed student and tutor guides as well as the video-programme, which demonstrates the most recent methods used for elimination of impact of soil environmental pollution, are developed to support the course delivery. Fifteen (15) case studies are available to support the development of students' competencies to solve relevant practical environmental problems. The delivery combines face-to-face sessions with self-study supported by asynchronous and synchronous consultations to support the students' learning. The consultations are either based on the face-to-face tutor support or telephone, fax, e-mail as a communication medium. The Internet Web page is also established to provide relevant information about the course including the electronic version of the student guide and textbook in PDF format, a number of links to other Internet sources, discussion groups for various topics and upload/download area for additional materials.

The course is formally accredited part of the accredited higher education bachelor and master degree programme at the Lithuanian University of Agriculture in Kaunas (LT) and can also be delivered as a continuing education course.

In the regular course schedule the students are expected to submit around 5 written task-oriented assignments and pass the final written examination. The successful students get credits and external ones will be awarded the formal certificate issued by the Lithuanian University of Agriculture in Kaunas (LT) as a proof of expertise in the subject field.

Course characteristics:

No. of study hours:	162	**Delivery duration:**	12 weeks
No. of hours at distance:	150	**No. of face-to-face hours**	12
No. of modules/units:	8	**No. of tutors involved:**	2 (LT), 1 (LV)
Language versions:	LT, LV, UK	**Target countries:**	LT, LV

Course development consortium:

Bournemouth University, Bournemouth	UK
Lithuanian University of Agriculture (Contractor)	**Lithuania**
Kaunas University of Technology (Phare ODL Study Centre)	Lithuania
Riga Technical University (Phare ODL Study Centre)	Latvia

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Acronym:	**BPOM**	**ETF Contract**	ETF/97/VET/0080
Subject area:	Business planning	**Subject links:**	Management
Course title:	Business Planning for Open Markets		
Course Web:	**http://www.internet-uni.lv**		

Contact Person	Mr. Atis Kapenieks		Lattelekom Ltd.
Telephone:	+371-7-089 216		
Telefax:	+371-7-998 170	**Address:**	Valnu iela 30
E-mail:	desc@rsf.rtu.lv		LV-1050 Riga
	ikauss@exchange.telekom.lv		Latvia
Institution Web	http://www.internet-uni.lv		

Course summary:

The course is aiming at underpinning knowledge and developing understanding of business administration and business planning in the open market environment. The course focuses on development of practical skills for the preparation of the business plans.

The course curriculum consists of 9 content units divided into 40 lessons arranged in steps to be followed for the completion of the business plan:

1. What is business?
2. How to succeed in business?
3. How to prepare the business plan?
4. Is there a market for my business idea?
5. What do I need to run a business?
6. How to estimate the financial base?
7. How sure I am about my plan?
8. How to present the business plan?
9. Is the business plan complete?

The course is designed for entrepreneurs and managers of small and medium enterprises as well as managers of business development organisation (Chamber of Commerce, Entrepreneurs Associations, etc.)

The course delivery is based on a combined method: an interactive multimedia CD-ROM and an Internet Web site which provides the course study forum (discussion board) and includes the integrated electronic course administration and student assessment system. The practical exercises are incorporated as integral part of the CD-ROM. Course delivery is also supported by a printed learner/tutor guide. Face-to-face sessions as well as asynchronous and synchronous consultations are organised throughout the course duration to support the learning process.

The course will be accredited by the Riga Technical University (LV) as formal continuing education course

In the regular course schedule students are expected to submit a written assignment (1000 words) with the specification of the business idea, a final assignment (5000 words) with the specific business plan and pass the final examination connected with the presentation of the business plan elaborated in the final assignment. Twenty self-assessment tests are incorporated as integral components of the interactive CD-ROM. Students who successfully complete the course will be awarded a formal certificate issued by the Riga Technical University (LV) confirming the learner's successful assessment.

Course characteristics:

No. of study hours:	40	**Delivery duration:**	8 weeks
No. of hours at distance:	34	**No. of face-to-face hours**	6
No. of modules/units:	9	**No. of tutors involved:**	2 (LV), 1 (EE)
Language versions:	EE, LV, UK	**Target countries:**	EE, LV

Course development consortium:

Cable & Wireless College, Coventry	UK
Lattelekom, Ltd., Riga (Contractor)	**Latvia**
Riga Technical University, Riga (Phare ODL Study Centre)	Latvia
University of Tartu (Phare ODL Study Centre)	Estonia

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Acronym:	**CANDIDUS**	**ETF Contract**	ETF/97/VET/0079
Subject area:	Management of schools	**Subject links:**	Education
Course title:	Candidate Training for Headmasters Positions		
Subject area:	Education and Training		
Course Web:	**http://www.candidus.osf.lt**		

Contact Person	Mr. Kestutis Kaminskas	**Address:**	Lithuanian In-Service
Telephone:	+370-2-615 240		Teacher Training Institute
Telefax:	+370-2-657 191		Didlaukio 82
E-mail:	lpki@pub.osf.lt		LT-2057 Vilnius
	kekaki@rc.rls.lt		Lithuania

Institution Web

Course summary:

The course is aiming at developing theoretical and practical competencies for management of primary and secondary education establishments (PSEE)

The course curriculum is structured into 8 modules

1. Principles of Management in Education
2. Management of Training Process
3. Economics of Education
4. Management of Coalitions
5. Internal Audit
6. Research and Prognosis
7. Strategic Management
8. Formation of Efficient Team

The course is primarily designed for principals and/or candidates for the headmaster position in the primary and secondary education sectors as well as for policy-makers, teachers and other individuals interested in developing practical competencies in management of primary and secondary education institutions.

The course is based on a combined method using printed materials and an Internet Web site virtual learning environment that includes integrated electronic course administration and student assessment system. Course delivery is also supported by a printed student guide. The delivery combines face-to-face sessions with self-study supported by asynchronous and synchronous consultations. The face to-face sessions are organised for the start up, the introductory sessions to each module and the final examination session.

The course delivery is based on interactive multimedia CD-ROM, which includes guides for use and study. Practical exercises and Internet Web resources are incorporated in the CD-ROM. Face-to-face sessions are organised for both start up and end of the course. Students are also supported by asynchronous and synchronous consultations throughout the course duration. The consultations are either based on face-to-face tutor support or communication by telephone, fax and e-mail.

The course is formally accredited as formal continuing education course at the Lithuanian In-Service Teacher Training Institute of Vilnius (LT) and the Riga City School Board (LV).

Within the regular delivery schedule students are expected to submit 8 written assignments (2000 words) for each module. In order to successfully complete the course, students are expected to submit a final project in which they must develop a plan of a PSEE institution and defend it in the final delivery session. Successful students will be awarded a certificate issued by the Lithuanian In-Service Teacher Training Institute of Vilnius (Lithuania) and the Riga City School Board (Latvia).

Course characteristics:

No. of study hours:	320	**Delivery duration:**	6 months
No. of hours at distance:	200	**No. of face-to-face hours**	120
No. of modules/units:	8	**No. of tutors involved:**	2 (LV), 3 (LT)
Language versions:	LV, LT, UK	**Target countries:**	LV, LT

Course development consortium:

King's College London, London	UK
Lithuanian In-Service Teacher Training Institute, Vilnius (Contractor)	**Lithuania**
Riga City School Board	Latvia

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Acronym:	**CEES**	**ETF Contract**	ETF/97/VET/0068
Subject area:	European Economics	**Subject links:**	European Union Accession
Course title:	European Economic Statistics		
Course Web:	**http://www.ef.uni-lj.si/projekti/cees/**		

Contact Person	Mrs. Lea Bregar		University of Ljubljana
Telephone:	+386-61-1792 400		Faculty of Economics
Telefax:	+386-61-1892 698	**Address:**	Kardeljeva ploscad 17
E-mail:	lea.bregar@uni-lj.si		SLO-1000 Ljubljana
			Slovenia

Institution Web http://www.ef.uni-lj.si

Course summary:

The course is aiming at developing knowledge and understanding of methods used in official European Union economic statistics. The practical skills in application of relevant statistical methods are developed by the course.

The course curriculum is structured into four principal chapters, further divided into several content topics:

1. General and Legal Issues of Official European Statistics
2. Building Blocks of Integrated European Statistics: Statistical Units/Classification/Registers
3. The Selected Topics of Economic Statistics: Statistics of National Accounts/Index Numbers/Prices/Population and Labour Force/Production/Labour Input and Productivity
4. The Use of Statistics: Sources of Statistics/Analysis of Statistics

The course is designed for the university students in the economic studies, but also for civil servants mainly at the central government level dealing with the economical aspects of the European integration. It is also designed for journalists, researchers, analysts as well as the others in the public or private sector interested in the statistical methods used for official EU statistics.

The course is delivered in two delivery modes: as a traditional distance education mode (TDE) as well as the virtual classroom mode (VC). The course is available as fully Internet Web-based course with a virtual learning environment including the integrated electronic course administration and the student assessment system. Apart from Web site containing the home page and electronic version of the course, the course is supported by printed textbooks, printed learner/tutor guide as well as by a CD-ROM. The latter contains the electronic version of the materials in both off-line/on-line options. In total 20 hours (TDE mode) and 8 hours (VC mode) of optional face-to-face tutorials and computer workshops are provided. Asynchronous and synchronous consultations are also organised throughout the course duration to support the learning.

The course will be formally accredited as a higher education course and included as part of the accredited higher education degree programme. The course will also be accredited as continuing education course. The University of Ljubljana (SLO) and the St. Kliment Ohridski University of Sofia (BG) will provide the accreditation of the course.

During the regular course delivery students are expected to submit 1 written assignment and the final written examination (TDE mode) or 3 assignments plus the final oral examination (VC mode). The successful students will be awarded the Certificate issued by the University of Ljubljana (SLO) or the St. Kliment Ohridski University of Sofia (BG).

Course characteristics:

No. of study hours:	110 (TDE) / 98 (VC)	**Delivery duration:**	15 weeks
No. of hours at distance:	90	**No. of face-to-face hours**	20 (TDE) / 8 (VC)
No. of modules/units:	4	**No. of tutors involved:**	4 (SLO), 3 (BG)
Language versions:	BG, SLO, UK	**Target countries:**	BG, SLO

Course development consortium:

St. Kliment Ohridski University of Sofia (Phare ODL Study Centre)	Bulgaria
Institute for Training of European Statisticians, Luxembourg	Luxembourg
University of Ljubljana (Contractor) (Phare ODL Study Centre)	**Slovenia**

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Acronym:	**CEMEHE**	**ETF Contract**	ETF/97/VET/0069
Subject area:	Environmental Health & Safety	**Subject links:**	Environmental Sciences
Course title:	Continuing Education Module for Environmental Health Engineers		
Course Web:	**http://kske.fgg.uni-lj.si/cemehe**		

Contact Person	Mr. Ales Krainer		University of Ljubljana
Telephone:	+386-61-176 8605		Faculty of Civil & Geodetic Eng.
Telefax:	+386-61-125 0688	**Address:**	Jamova 2, P.O. Box 3422
E-mail:	akrainer@fagg.uni-lj.si		SLO-1000 Ljubljana
			Slovenia

Institution Web http://kske.fgg.uni-lj.si

Course summary:

The course is aiming at developing knowledge and understanding of the principles of hygiene, health and safety of the environment (mainly in the buildings) reflecting relevant EU legislation.

The course curriculum is structured into 9 content units.

1. Introduction to EC Directive 89/106/EEC
2. Safety in Case of Fire
3. Hygiene, Health and Environment
4. Safety in Use
5. Protection against Noise
6. Energy Economy & Heat Retention
7. Basic Physics: Air Quality, Energy, Water Moisture, Daylighting, Noise
8. Standards & Technical Regulations
9. National Policy Documents in Slovenia

The course is designed for professionals dealing with environmental-health engineering and quality of environment, civil engineers, civil servants on the regional and governmental levels as well as undergraduate students in the civil engineering and environmental studies and other individuals interested in the subject.

The course is designed as a fully Internet Web-based course with the originally designed virtual learning environment including the integrated electronic course administration and the student assessment system. The course delivery is also supported by printed learner guide. The delivery combines the face-to-face sessions with self-study supported by asynchronous and synchronous consultations to support the students' learning. The consultations are mainly based on e-mail as a communication medium.

The course is formally accredited as a continuing education course at the University of Ljubljana (SLO), University College of Health Care (SLO), University College Dublin (IRL) and Technical University of Budapest (H).

In the regular course schedule the students are expected to submit around 5 short written assignments (~300 words) answering specific questions and one written project (~1500 words). To complete the course the students must pass the final written examination (120 minute). The successful students will be awarded the certificate issued by the University of Ljubljana or University College of Health Care in Slovenia or the Technical University of Budapest in Hungary.

Course characteristics:

No. of study hours:	80	**Delivery duration:**	15 weeks
No. of hours at distance:	62	**No. of face-to-face hours**	18
No. of modules/units:	9	**No. of tutors involved:**	2 (H), 2 (IRL), 2 (SLO)
Language versions:	SLO, UK	**Target countries:**	H, IRL, SLO

Course development consortium:

Biotech Rudolf Perdan in druzabnik k.d., Ljubljana	Slovenia
Technical University of Budapest (Phare ODL Study Centre)	Hungary
University College Dublin	Ireland
University of East London	UK
University of Ljubljana (Contractor) (Phare ODL Study Centre)	**Slovenia**

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Acronym:	**DECHEM**	**ETF Contract**	ETF/97/VET/0070
Subject area:	Management in Higher Education	**Subject links:**	Education
Course title:	Distance Education Course on Higher Education Management		
Course Web:	**http://www.csvs.cz/dechem/dechem.html**		

Contact Person	Mr. Jan Sramek		Centre for Higher Education Studies
Telephone:	+420-2-9005 5133		
Telefax:	+420-2-551 945	**Address:**	U Luzickeho seminare 13/90
E-mail:	sramek@csvs.cz		CZE-118 00 Praha 1
			Czech Republic

Institution Web http://www.csvs.cz

Course summary:

The course is aiming at developing the theoretical and practical competencies for management of higher education institutions (HEI).

The course curriculum consists of 11 modules:

1. Strategic Management of HEI
2. Higher Education Legislation in EU, CZE & SK
3. Managing University Science & Development
4. Managing Economic Processes in HEI
5. Staff Development at HEI
6. Quality Assurance of Higher Education
7. Co-operation of HEI with its Surroundings
8. Marketing of HEI
9. Management Skills Development
10. Introduction to Distance Education Technology
11. Higher Education Guidance and Counselling Services

The course is designed for the managers of HEI, officers and administrators in the administration departments of HEI and/or related services as well as the others who are involved and/or interested in HEI management.

The course is designed as traditional correspondence-based course using printed learning materials as the basic medium and a printed learner/tutor guide. The delivery combines face-to-face sessions with self-study supported by asynchronous and synchronous consultations to support students' learning. Consultations are either based on face-to-face tutor support or communication by telephone, fax and e-mail. The CD-ROM with electronic version of printed course materials will be produced. An Internet Web page is published to provide information about the course.

The Accreditation Commission of the Ministry of Education of the Czech Republic will accredit the course as formal continuing education course within the higher education sector.

Within the regular course schedule the students are expected to submit written assignments (3000 words) in relation to the first 10 modules and an oral examination for the final module. The students who successfully complete the course will be awarded a formal certificate issued by the Centre for Higher Education Studies (CZE).

Course characteristics:

No. of study hours:	305	**Delivery duration:**	12 months
No. of hours at distance:	290	**No. of face-to-face hours**	15
No. of modules/units:	11	**No. of tutors involved:**	11 (CZ)
Language versions:	CZE, SK, UK	**Target countries:**	CZE, SK

Course development consortium:

Centre for Higher Education Studies, Prague (Contractor)	**The Czech Republic**
Masaryk University, Brno	The Czech Republic
Slovak University of Technology, Bratislava (Phare ODL Study Centre)	The Slovak Republic
Technical University of Kosice, Kosice (Phare ODL Study Centre)	The Slovak Republic
University of Bath	UK
University of East London	UK

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Acronym:	**DEFCS**	**ETF Contract**	ETF/97/VET/0093
Subject area:	Family Therapy & Councelling	**Subject links:**	Social Sciences
Course title:	Distance Education for Family Therapy, Counselling and Supervision		
Course Web:	**http://www.sztti.jgytf.u-szeged.hu/topclass**		
Contact Person	Mr. Denes Domjan		"Juhasz Gyula"
Telephone:	+36-62-456 053		Teacher Training College
Telefax:	+36-62-455 886	**Address:**	Boldogasszony u. 6
E-mail:	defcs@jgytf.u-szeged.hu		H-6725 Szeged
			Hungary
Institution Web	http://www.sztti.jgytf.u-szeged.hu		

Course summary:

The course is aiming at developing the theoretical and practical professional competencies in the area of family therapy and family counselling (FT&FC).

The course curriculum is structured into 10 modules. The students are expected to complete all 10 modules.

1. Family in Context & Overtime
2. The Development of System Theory & its Relationship to other Paradigms
3. Models of Change in FT&FC
4. Implementing Ideas in Practice
5. FT&FC within the Helping System
6. FT&FC across the Life Cycle
7. Taking Account of Culture, Ethnicity and Religious Beliefs
8. Ethical Practice & Issues of Power
9. Research & Evidence-based Practice
10. Developing Practitioner, Supervision & Consultation

The course is designed for psychologists, psychiatrist, social workers, teachers of handicapped children, health-care professionals specialised in mental health and family therapy.

The course is designed as distance education course using printed learning materials and videos as basic media. Two originally developed video-programmes are used both for the activation of knowledge acquired through the study of printed materials and also for checking the achieved learning through observation of symptoms in behaviour of those playing the roles in the video. The delivery combines face-to-face sessions with self-study supported by asynchronous and synchronous consultations to support the students' learning. Consultations are either based on face-to-face tutor support and mainly on e-mail communication. E-mail is also used for the communication of tasks from tutors. The course delivery is supported with a course study guide and a multimedia interactive Web site containing the course materials. The CD-ROM with the electronic version of printed materials is also provided.

The course will be accredited as formal continuing education course by the Juhasz Gyula Teacher Training College in Szeged (H), Szeged University of Medicine (H) and Jagellonian University Collegium Medicum (PL). The course will also be part of the formal accredited higher education degree programme at both universities.

In the regular course schedule the students are expected to submit 4 written assignments (2000 words) during the study and a final project (5000 words). The students who successfully complete the course will be awarded a formal certificate confirming the students' successful assessment. The certificate is issued by the Juhasz Gyula Teacher Training College, Szeged together with the Szeged University of Medicine in Hungary and the Jagiellonian University Collegium Medicum in Poland. It will bear the insignia of all consortium partners.

Course characteristics:

No. of study hours:	248	**Delivery duration:**	12 months
No. of hours at distance:	200	**No. of face-to-face hours**	48
No. of modules/units:	10	**No. of tutors involved:**	2 (CZE), 3 (H), 4 (PL)
Language versions:	CZE, H, PL, UK	**Target countries:**	CZE, H, PL

Course development consortium:

Hungarian Family Therapy Association, Budapest	Hungary
Institute of Family Therapy and Systemic Studies, Prague	The Czech Republic
Jagellonian University Collegium Medicum, Cracow	Poland
Juhasz Gyula Teacher Training College, Szeged (Contractor)	**Hungary**
U.K. Association for Family Therapy and Systemic Practice	UK

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Acronym:	**DEMAND**	**ETF Contract**	ETF/98/VET/0003
Subject area:	Distance Education Methodology	**Subject links:**	Education
Subject area:	Education and Training		
Course Web:	**http://iea.fmi.uni-sofia.bg/demand**		

Contact Person	Mr. Roumen Nikolov		Sofia University „St. Kl. Ohridski"
Telephone:	+359-2-625 6511		F. of Mathematics & Informatics
Telefax:	+359-2-656 157	**Address:**	5 James Bouchier Str.
E-mail:	Roumen@fmi.uni-sofia.bg		BG-1164 Sofia
			Bulgaria

Institution Web http://iea.fmi.uni-sofia.bg

Course summary:

The course is aiming at developing knowledge and understanding of advanced methodological concepts of distance education in terms of instructional design as well as the principles of telematic learning, the use of advanced technology and management of distance education course delivery

The course curriculum consists of 4 modules:

1. Introduction. Internet & Web.
2. Technological Background. Web Course Design.
3. Course Instructional Design
4. Implementation, Management & Marketing

The course is designed for educational specialists, trainers, teachers, policy makers in education as well as other individuals interested in design of advanced distance education courses.

The course is designed as a fully Internet Web-based course with a virtual learning environment including integrated electronic course administration and student assessment system. The CD-ROM version of the course is also available. The course delivery is also supported by printed learner and tutor guides. The delivery combines face-to-face sessions with self-study, supported by asynchronous and synchronous consultations. The face-to-face sessions are organised for the start up, the introductory sessions to each module and the final examination session. The consultations are mainly based on e-mail communication.

The course is formally accredited as continuing education course as well as part of the accredited higher education degree programme at the Sofia University „St. Kliment Ohridski" (BG), the Tallinn University of Educational Sciences (EE) and the Polytechnic University of Tirana (ALB).

Within the regular delivery schedule students are expected to submit 5 written assignments (1000-2000 words), complete practical tasks related to Web design and pass a final written and oral examination. In order to complete the course, students must submit a final project (Web course design, 3000 words) and pass a final examination. Successful students will be awarded a certificate issued by the Sofia University „St. Kliment Ohridski" of Bulgaria, the Tallinn University of Educational Sciences of Estonia and the Polytechnic University of Tirana of Albania.

Course characteristics:

No. of study hours:	120	**Delivery duration:**	6 months
No. of hours at distance:	30	**No. of face-to-face hours**	90
No. of modules/units:	4	**No. of tutors involved:**	1 (ALB), 3 (BG), 1 (EE)
Language versions:	ALB, BG, EE, UK	**Target countries:**	ALB, BG, EE

Course development consortium:

Polytechnic University of Tirana **(Phare ODL Study Centre)**	Albania
Pliroforiki Technognosia Ltd., Athens	Greece
Sofia University „St. Kliment Ohridski" (Contractor)	**Bulgaria**
Tallinn University of Educational Sciences	Estonia
University of Sofia (Phare ODL Study Centre)	Bulgaria
University of Twente, Enschede	Netherlands
Virtech Ltd., Sofia	Bulgaria

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Acronym:	**DEMPCAE**	**ETF Contract**	ETF/97/VET/0075
Subject area:	Mechanical Engineering	**Subject links:**	Engineering & Technology
Course title:	Distance Education Modular Programme for Computer Aided Engineering		
Course Web:	**http://dempcae.fme.vutbr.cz**		
Contact Person	Mr. Antonín Píštěk		Brno University of Technology
Telephone:	+420-5-4114 2228		Institute of Aerospace Engineering
Telefax:	+420-5-4114 2879	**Address:**	Technická 2
E-mail:	pistek@iae.fme.vutbr.cz		CZE-616 69 Brno
			The Czech Republic
Institution Web	http://fme.vutbr.cz		

Course summary:

The course is aiming at developing both theoretical and practical professional competencies in the area of computer aided technologies in mechanical engineering that support engineering design, engineering analyses as well as process and manufacturing engineering.

The course curriculum is structured into 15 modules

1. Computer Aided Design
2. Scanning & Vectorisation
3. Computer Aided Engineering (CAE/FEA)
4. Computer Aided Manufacturing (Modelling)
5. Production Simulation
6. Rapid Prototyping & Manufacturing
7. CNC/DNC
8. Industrial Design
9. Project Management
10. Engineering Data Management
11. Dataware housing
12. Hardware for CA.. Technologies
13. Computer Networks
14. System Integration
15. CAE Software Applications

The course is designed for professionals in the mechanical engineering industry (design/process as well as manufacturing engineers) and managers of CAD/CAM systems. It is also designed for informaticians and system integrators responsible for administration of CAD/CAM systems, undergraduate and postgraduate students as well as other individuals dealing with and/or interested in computer aided technologies in mechanical engineering.

The course is based on a combined method, which uses printed materials as well as an Internet Web site with a course information homepage, study forum (discussion board) and the learning resources for 2 modules. Course delivery is supported by the printed study guide. The CD with the electronic version of the learning materials is also available. Face-to-face sessions are organised in the start up phase as introductory workshops to each module and for the final examination session. Asynchronous and synchronous consultations are available throughout the course duration to support the students' learning process.

The course is formally accredited as continuing education course at the Brno University of Technology.

The students are expected to submit 8 written case-oriented assignments, prepare 5 presentations and pass 2 examinations. To complete the course the students must submit a final assignment and defend it. Successful students will be awarded a formal certificate issued by the Brno University of Technology.

Course characteristics:

No. of study hours:	543	**Delivery duration:**	12 months
No. of hours at distance:	363	**No. of face-to-face hours**	180
No. of modules/units:	15	**No. of tutors involved:**	10 (CZE)
Language versions:	CZE, UK	**Target countries:**	ALB, CZE, SK

Course development consortium:

Aeronautical Research & Test Institute, Prague	The Czech Republic
Brno University of Technology, Brno (Contractor) (Phare ODL Study Centre)	**The Czech Republic**
LET- Aeronautical Works j.s.c., Kunovice	The Czech Republic
Politecnico di Torino	Italy
Polytechnic University of Tirana (Phare ODL Study Centre)	Albania
Technical University of Budapest (Phare ODL Study Centre)	Hungary
University of Bristol	UK
University of Glasgow	UK
University of Zilina	The Slovak Republic

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Acronym:	**EE-DEC**	**ETF Contract**	ETF/97/VET/0088
Subject area:	Energy & Environment	**Subject links:**	Environmental Sciences
Course title:	Energy & Environment – Distance Education Course		
Course Web:	http://www.ainova.sk/redec		
Contact Person	Mr. Radoslav Vician		Akademia Istropolitana Nova
Telephone:	+421-7-4497 0453		
Telefax:	+421-7-4497 0455	**Address:**	Prostredna 13, P.O. Box 19
E-mail:	rado@ainova.sk		SK-900 21 Svaty Jur
			The Slovak Republic

Institution Web http://www.ainova.sk

Course summary:

The course aims to develop professional competencies in the environmental aspects of energy and energy resources to create and determine environmentally responsible decision-making and policy planning and to acquire the ability to create environmentally sound business activities.

The course curriculum consists of 3 modules:

1. Introduction to Energy & Environment
2. Energy Resources
3. Sectoral Energy Situation

The course is designed for representatives of public organisations affiliated with the energy sector and/or responsible for energy policies at the regional and/or governmental levels. Managers of small and medium sized enterprises and other individuals who need to broaden their professional competencies in the field of sustainable energy are targeted.

The course is delivered as an Internet Web-based course with a virtual learning environment including the integrated electronic course administration. The course delivery is also supported by a printed learner guide and by asynchronous and synchronous consultations to support the students' learning. Consultations are either based on face-to-face tutor support or communication by telephone, fax or e-mail. A number of self-assessment tests is distributed by e-mail. The CD-ROM with the electronic version of the course materials is also provided.

The course is not formally accredited and is delivered as a continuing education course by Academia Istropolitana Nova in Bratislava (SK). Successful course participants receive a certificate awarded by Academia Istropolitana Nova.

During the regular course schedule the students are expected to submit 3 task-oriented assignments aimed at developing their practical skills. The students must pass 3 written examinations plus the final examination, which is also in written form and resembles the assignments in its nature. However it is of longer extent, more complex and more elaborated. A number of self-assessment tests is used during the course. All the assignments and examinations are to be submitted by e-mail.

Course characteristics:

No. of study hours:	470	**Delivery duration:**	6 months
No. of hours at distance:	470	**No. of face-to-face hours**	0
No. of modules/units:	3	**No. of tutors involved:**	13 (SK, PL, GR, A)
Language versions:	UK	**Target countries:**	SK, PL, GR, A

Course development consortium:

Academia Istropolitana Nova, Svätý Jur (contractor)	**The Slovak Republic**
Danube University, Krems	Austria
Polish Operational and System Research Society, Warsaw	Poland
The Slovak Technical University, Bratislava (Phare ODL Study Centre)	The Slovak Republic
UETP Action Link/Action Synergy SA, Athens	Greece

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Acronym:	**EFMAREM**	**ETF Contract**	ETF/97/VET/0066
Subject area:	Maritime English	**Subject links:**	European Languages
Course title:	English for Maritime Emergencies		
Course Web:	**http://www.varna-bg.com**		
Contact Person	Mr. Hristo Patev		The Technical University of Varna
Telephone:	+359-52-302 756		Regional DE Study Centre
Telefax:	+359-52-302 771	**Address:**	Studentska str. 1
E-mail:	hlp@ms3.tu-varna.acad.bg		BG-9010 Varna
			Bulgaria

Institution Web http://www.tu-varna.acad.bg

Course summary:

The course is aiming at developing a suitable command in English language in SMCP (Standard Maritime Communication Phrases) and related vocabulary for communication of sea-going personnel in emergency situations.

The course curriculum is structured into 3 modules developing English communication skills in specific situations:

1. VTS Communication
2. On-board Communication
3. Medical Care

The course is designed mainly for officers, crew and other personnel of ships, shore-based as well as for students in the relevant study specialisation.

The course is based on a combined method using printed materials as well as an Internet site with multimedia software. Printed student and tutor guides also support the course delivery. A CD-ROM with the electronic version of the learning materials is also available. Face-to-face sessions are organised for the start up, the introductory workshops to each module and the final examination session. In order to support the students' learning process, asynchronous and synchronous consultations are available throughout the course duration.

The course is formally accredited as continuing education course as well as part of the accredited higher education degree programme at the Technical University of Varna (BG).

To complete the course the students must submit a final written assignment and pass a final written and oral examination. Successful students will be awarded a non-formal certificate issued by the Technical University of Varna (BG).

Course characteristics:

No. of study hours:	123	**Delivery duration:**	15 weeks
No. of hours at distance:	108	**No. of face-to-face hours**	15
No. of modules/units:	3	**No. of tutors involved:**	3 (BG), 3 (D), 2 (EE)
Language versions:	BG, UK	**Target countries:**	BG, D, EE

Course development consortium:

Estonian Maritime Academy, Tallinn	Estonia
Marinesoft GmbH TPW, Rostock	Germany
Private Wirtschafts und Technikakademie GmbH, Rostock	Germany
Tallinn Technical University (Phare ODL Study Centre)	Estonia
The Technical University of Varna, (Contractor) (Phare ODL Study Centre)	**Bulgaria**

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Acronym:	**ENVIMAN**	**ETF Contract**	ETF/97/VET/0072
Subject area:	Environmental Management	**Subject links:**	Environmental Sciences
Course title:	Environmental Management Course		
Course Web:	http://met.uni-miskolc/~tavokt/enviman, http://basilika.dipoli.hut.fi/em		
Contact Person	Mrs. Maria Kocsis Baan		University of Miskolc
Telephone:	+36-46-565 370		North Hungarian Regional DE Centre
Telefax:	+36-46-360 204	**Address:**	Miskolc-Egyetemvaros
E-mail:	rekemrtk@gold.uni-miskolc.hu		H-3515 Miskolc
			Hungary

Institution Web http://met.uni-miskolc/~tavokt

Course summary:

The course is aiming at developing the professional competencies in environmental management, life-cycle and environmental assessment and environmental design including the relevant EU legislation.

The course curriculum is structured into 12 modules supported with 2 modules with case studies and practical exercises.

1. Environmental management
2. Environmental Law & Regulations
3. Evolution of Environmental Management
4. Environmental Assessment Methods
5. Life Cycle Assessment
6. Environmental Impact Assessment
7. Environmental Auditing
8. Economic Assessment
9. Related Issues
10. Environmental Design
11. Case Studies & Exercises
12. Central & Eastern European Case Studies

The course is designed for professionals dealing with the environmental issues as well as teachers, students and others interested in the subject.

The course design combines several advanced distance education delivery methods. It is designed as an Internet Web-based course with a virtual learning environment including the discussion board, integrated electronic course administration and student assessment system. The course delivery is further supported by: printed learning materials (available also in electronic format in the CD-ROM or FD), learner guide and guide for the study centres interested in delivering the course as well as further resources and links available on WWW. The course delivery starts with face-to-face tutorials on use of Internet and English language support. Asynchronous and synchronous consultations are organised throughout the course duration to support the student's learning. This may include a 120-minute video-conference (optional). Several face-to-face tutorials are also organised to support the project work at the end of the course.

The course is accredited as a formal continuing education course and/or part of higher education degree programme by the Helsinki University of Technology (SF). 5 internationally transferable credits are awarded to the students who successfully complete the course. Optionally the course can also be delivered as formal continuing education course by the universities of the consortium partners.

During the regular course schedule students are expected to submit around 60 short written assignments (~200 words) answering specific questions. A final project (5000 words) must be submitted and defended in the presentation to complete successfully the course. The successful students will be awarded a formal certificate issued by the Helsinki University of Technology or a certificate issued by the universities of the consortium partners.

Course characteristics:

No. of study hours:	240	**Delivery duration:**	6 months
No. of hours at distance:	198	**No. of face-to-face hours**	42
No. of modules/units:	13	**No. of tutors involved:**	5 (H), 7 (SK), 4 (PL)
Language versions:	UK-H,UK-PL,UK-SK	**Target countries:**	H, PL, SK

Course development consortium:

Helsinki University of Technology, Dipoli	Finland
Technical University of Gdansk (Phare ODL Study Centre)	Poland
Technical University of Kosice (Phare ODL Study Centre)	The Slovak Republic
University of Miskolc, (Contractor) (Phare ODL Study Centre)	**Hungary**

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Acronym:	**EUROLAW**	**ETF Contract**	ETF/97/VET/0067
Subject area:	European Trade Legislation	**Subject links:**	European Union Accession
Course title:	European Law in the Fields of Trade and Services, Legislation of the Single Market and Consumer Law		
Course Web:	**http://elinara.ktu.lt/courses/eurolaw**		

Contact Person	Mrs. Danguole Rutkauskiene		Kaunas University of Technology
Telephone:	+370-7-300 308		Distance Education Study Centre
Telefax:	+370-7-300 307	**Address:**	Studentu 48A-227
E-mail:	danrut@uni.ktu.lt		LT-3028 Kaunas
			Lithuania

Institution Web http://distance.ktu.lt

Course summary:

The course aims to develop knowledge and understanding of EU legislation related to the European single market economy with special emphasis on the sector of trade and services. The principles of consumer law are also addressed. Practical working skills with the relevant documents and skills for the establishment of trading relations are developed by the course.

The course curriculum is structured into four principal content units integrated in one course module:

1. Introduction to the EU Legislation
2. Legislation of the Internal Market
3. Consumer Protection Policies
4. International Law in the Field of Commerce

The course is designed for: undergraduate students in business and public administration; representatives of small and medium enterprises; as well as those who are interested and/or involved in issues related to the development of business relationships with the organisations of the European Union.

The course is delivered as an Internet Web-based course with a custom learning environment including an integrated online course administration and student assessment system. Course delivery is also supported by: a printed course guide; a learner guide; a tutor guide; and course administrator guide. These guides are also available from the course Web site. Asynchronous/synchronous consultations and six days of face-to-face sessions are organised throughout the course to support learning. An online context-sensitive help system is also available at the course Web site.

The course is formally accredited as a higher education course in Lithuania by the Kaunas University of Technology (LT) and Kaunas Business College (LT) as part of their degree programmes. The course could also act as a medium-length continuing education course.

The length of the course is flexible and the tutor can organise the contracted hours required on an individual basis. In the 164 hours course schedule the students are expected to pass four electronic tests and a final test-examination. The successful students are awarded a Certificate issued by the Kaunas University of Technology (LT) or Kaunas Business College (LT) confirming successful completion of the course.

Course characteristics:

No. of study hours:	164	**Delivery duration:**	15 weeks
No. of hours at distance:	144	**No. of face-to-face hours**	20
No. of modules/units:	4	**No. of tutors involved:**	6 (LT), 2 (EE)
Language versions:	EE, LT, UK	**Target countries:**	EE, LT

Course development consortium:

Kaunas University of Technology , Kaunas, (Contractor) (Phare ODL Study Centre)	**Lithuania**
Kaunas Business College	Lithuania
Lyngby Business College	Denmark
Tallinn Technical University (Phare ODL Study Centre)	Estonia
Tallinn Pedagogical University (Phare ODL Study Centre)	Estonia
University of Bath	UK

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Acronym:	**EUROLI**	**ETF Contract**	ETF/97/VET/0073
Subject area:	EU Legislation & Institutions	**Subject links:**	European Union Accession
Course title:	**European Law and Institutions**		
Course Web:	**http://www.euroli.net**		

Contact Person	Mr. Rene Tonnisson		Institute of Baltic Studies
Telephone:	+372-7-300 328		
Telefax:	+372-7-300 336	**Address:**	Tahetorn Toomel
E-mail:	rene@io.ibs.ee		EE-510 03 Tartu
			Estonia
Institution Web	http://www.ibs.ee		

Course summary:

The course is aiming at developing knowledge and understanding of legislative, institutional and policy framework of the European Union.

The course curriculum is structured into four principal content units integrated in one course module:

1. The EU History
2. The EU Institutions
3. The EU Law
4. The EU Main Policies

The course is designed for the civil servants at local, regional and central government levels dealing with the issues of European accession as well as those interested in the European Union issues and aspects of the European Integration.

The course is delivered as a fully Internet Web-based course with the virtual learning environment including the integrated electronic course administration and the student assessment system. The course delivery is also supported by printed learner guide and tutor guide, which are also available in electronic version at the course Web site. The CD-ROM with all text materials will also be produced. Asynchronous and synchronous consulations and in total 14 hours of the face-to-face sessions are organised throughout the course duration to support the learning: at the course start up, before each course unit and before the final examination.

The course itself will be formally accredited. It will be included as part of the accredited higher education degree programmes at the University of Tartu (EE), University of Latvia (LV) and The Kaunas University of Technology (LT). The course will also be delivered as continuing education course outside the higher education sector.

In the regular course schedule the students are expected to submit 18 short written assignments and pass the final written examination. The 5 electronic self-assessment test is also included. The successful students will be awarded the certificate confirming successful completion of the course issued by the University of Tartu (EE), University of Latvia (LV) and the Kaunas University of Technology (LT).

Course characteristics:

No. of study hours:	74	**Delivery duration:**	12 weeks
No. of hours at distance:	60	**No. of face-to-face hours**	14
No. of modules/units:	4	**No. of tutors involved:**	2 (EE), 2 (LV), 2 (LT)
Language versions:	EE, LV, LT, UK	**Target countries:**	EE, LV, LT

Course development consortium:

Estonian Law Centre, Tartu	Estonia
Institute of Baltic Studies, Tartu, (Contractor)	**Estonia**
Kaunas University of Technology, (Phare ODL Study Centre)	Lithuania
University of Latvia, Riga (Phare ODL Study Centre)	Latvia
University of Tartu, (Phare ODL Study Centre)	Estonia
University of Uppsala,	Sweden

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Acronym:	**EURONET-SOCIODIR**	**ETF Contract**	ETF/97/VET/0086
Subject area:	Management in welfare system	**Subject links:**	Social Sciences
Course title:	Distance Education Network to Develop Strategies for Social Care Managers		
Course Web:			

Contact Person	Mrs. Zsuzsa Kun		Centre of Welfare Training
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Telefax:	+36-32-420 333	**Address:**	Kossuth u. 8
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	kun@is.hu		Hungary

Institution Web

Course summary:

The course is aiming at developing theoretical and practical management competencies in the sector of social services and welfare system.

The course curriculum is structured into 3 modules:

1. Social Politics
2. Managing Finance in Social Care System
3. Integrated Practice (video-programmes)

The course is designed for managers and decision-makers in social-welfare services, social workers, professionals, advisers and other individuals dealing with and/or interested in management of social-welfare services.

The course is based on the combined methods using printed materials supported by an Internet Website and/or a CD. The course delivery is supported by printed study guide for each module and 2 video-programmes (120 minutes each) showing the welfare system in Hungary and Romania. CD and/or FD with the electronic version of materials is also available. Face-to-face sessions are organised in the start up, as introductory workshops to each module and the final examination session. Asynchronous and synchronous consulations are available throughout the course duration to support the students' learning process.

The course is integrated in the accredited international European professional development scheme EURODIR, which also provides the accreditation of this course. The course is also included as part of the accredited higher education programme at the Gusztav Barczy College, Budapest (H).

In the regular course schedule the students are expected to submit 2 written assignments – in modules 1 & 2 - and prepare one practical presentation (including written syllabus) – in module 3. A number of self-assessment tests is available as part of the Web environment. To complete the course, the students must also submit the final assignment and pass the final examination connected with the defence of the final assignment. The successful students will be awarded the formal certificate issued by EURODIR professional developmetn scheme with headquarters in Rennes (F) or by Gusztav Barczy College, Budapest in Hungary.

Course characteristics:

No. of study hours:	193	**Delivery duration:**	9 months
No. of hours at distance:	127	**No. of face-to-face hours**	65
No. of modules/units:	3	**No. of tutors involved:**	5 (H), 3 (RO), 4 (UK)
Language versions:	H, RO, UK	**Target countries:**	H, RO, UK

Course development consortium:

Babes Bolya University, Cluj-Napoca	Romania
College of Commerce, Catering and Tourism, Budapest (Phare ODL Study Centre)	Hungary
Centre of Welfare Training, Salgotarjan (Contractor)	**Hungary**
EURODIR, Rennes	France
University of Derby	UK

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Acronym:	**EUROPEANISATION**	**ETF Contract**	ETF/97/VET/0087
Subject area:	European Project Management	**Subject links:**	Education
Course title:	Approaching Europe: a Training Course for 'Europeanisation' of Training Institutions		
Course Web:			

Contact Person	Mrs. Justina Erculj		Centre for
Telephone:	+386-64-745 260		Management in Education
Telefax:	+386-64-745 261	**Address:**	Zupanciceva 6
E-mail:	info@solazaravnatelje.si justina.erculj@solazaravnatelje.si		SLO-1000 Ljubljana Slovenia
Institution Web	http://www.solazaravnatelje.si		

Course summary:

The course is aiming at developing awareness about the European issues in the primary and secondary education sectors as well as to develop practical skills for management of European co-operation projects.

The course curriculum is structured into 4 main sections:

1. School 'Europeanisation' through Projects
2. Inter-cultural and Project Management Skills
3. About the European Union
4. School System in Slovenia & the Czech Republic

The course is primarily designed for principals of primary and secondary schools, project managers, teachers as well as those individuals interested in developing practical competencies in managing European projects designed for the primary and secondary education sectors.

The course delivery is based on interactive multimedia CD-ROM including user guide and study guide. Practical exercises and Internet Web resources are incorporated as integral part of the CD-ROM. Face-to-face sessions are organised at both start up and end of the course. Students are also supported by asynchronous and synchronous consultations throughout the course duration.

For Slovenian students, the course is formally accredited as formal continuing education course by the Slovenian Ministry of Education and Sport. It will also be delivered as non-formal continuing education course in the Czech Republic.

In order to successfully complete the course students are expected to submit a written assignment (1500 words) and present it in the final delivery session. Successful students will be awarded a certificate issued by the Centre for Management in Education of Slovenia and the Integrated Secondary Vocational School of Sezimovo Usti in the Czech Republic.

Course characteristics:

No. of study hours:	90	**Delivery duration:**	6 weeks
No. of hours at distance:	65	**No. of face-to-face hours**	25
No. of modules/units:	4	**No. of tutors involved:**	2 (CZE), 4 (SLO)
Language versions:	UK, CZE, SLO	**Target countries:**	BIH,FYROM,CZE,PL,SK,SLO

Course development consortium:

Aalborg Technical College	Denmark
Aarhus Business College	Denmark
Centre for Management in Education, Ljubljana (Contractor)	**Slovenia**
College of Management, Koper	Slovenia
Integrated Secondary Vocational School, Sezimovo Usti	The Czech Republic
University of Ljubljana (Phare ODL Study Centre)	Slovenia

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Acronym:	**GFM**	**ETF Contract**	ETF/97/VET/0092
Subject area:	Non-for-Profit Organisations	**Subject links:**	Management
Course title:	General and Financial Management of Public and Private Not-For-Profit Organisations		
Course Web:			

Contact Person	Mrs. Lydia Mileva		Centre for the Study of Democracy
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Telefax:	+359-2-971 2233	**Address:**	Lazar Stanev 1 BG-1113 Sofia Bulgaria
E-mail:	Lydia@online.bg		

Institution Web http://www.csd.bg/law/gfm

Course summary:

The course is aiming at developing knowledge, understanding and practical skills in general and financial management as well as monitoring practices of non-profit-making organisations (NPO). NPO are gaining more importance in the economic and social development of the countries. The course is aimed at filling the gap in the management training.

The course curriculum is structured into 3 modules:

1. Legal Aspects of Management of NPO
2. General Management of NPO
3. Financial Management and Control of NPO

The course is designed for decision-makers and executives of NPO, financial managers, legal counsellors and civil servants at the regional or governmental levels dealing with the NPOs. Students at the final stages of economic, business and/or public administration studies are another potential target group for the course.

The course is designed as traditional correspondence-based course using printed learning materials as basic medium. The delivery combines face-to-face sessions with self-study supported by asynchronous and synchronous consultations to support learning. Consultations are either based on face-to-face tutor support or communication by telephone, fax and e-mail. The CD-ROM with electronic version of all printed course materials will be also provided.

The University of Sofia (BG) will accredit the course as formal higher education course as part of the degree programme. The course will also be delivered as non-formal continuing education course at the University of Sofia (BG) and University of Skopje (FYROM).

The assessment scheme is based on written assignments, written examinations and formal assessed presentations. Self-assessment sections are incorporated into the learning materials. In order to successfully complete the course, the students are expected to submit a final written assignment and pass a final oral examination, connected with the defence of the final assignment. The students who successfully complete the course will be awarded a formal certificate issued by the University of Sofia (BG) confirming the learner's successful assessment.

Course characteristics:

No. of study hours:	560	**Delivery duration:**	12 months
No. of hours at distance:	375	**No. of face-to-face hours**	185
No. of modules/units:	3	**No. of tutors involved:**	15 (BG)
Language versions:	BG, FYROM, UK	**Target countries:**	BG, FYROM

Course development consortium:

Centre for the Study of Democracy, Sofia (Contractor)	**Bulgaria**
Hellenic Management Association, Athens	Greece
University of Skopje	FYR of Macedonia
University of Sofia (Phare ODL Study Centre)	Bulgaria

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Acronym:	**MEBA**	**ETF Contract**	ETF/97/VET/0081
Subject area:	General English	**Subject links:**	European Languages
Course title:	Upgrading of English Language Skills for Adults up to Intermediate Level		
Course Web:			

Contact Person	Mrs. Gundega Lapina		Riga Technical University
Telephone:	+371-7-089 216		Distance Education Study Centre
Telefax:	+371-7-338 170	**Address:**	Azenes 12
E-mail:	gundega@rsf.rtu.lv		LV-1048 Riga
			Latvia

Institution Web

Course summary:

The course is aiming at developing English language skills in writing and conversation in common situations to achieve a level allowing the students to adequately access the international labour market and studies.

The course curriculum consists in 13 modules structured into 26 units (2 units per module). The audio component of the course is based on existing BBC programme "Tuning into English":

1. Introductions and Greetings
2. Getting People to Know
3. Talking about Experiences: Part I
4. Talking about Experiences: Part II
5. Inviting and Accepting
6. Requesting
7. Directions
8. Telephones
9. Banks
10. Shops
11. Making Arrangements
12. Making Apologies
13. Making Suggestions

The course is designed mainly for adults and students in their first year of study at the Baltic universities.

The course is using printed materials as the basic learning resource and radio broadcasting and/or recorded audio-programmes. Regular radio broadcasting is arranged in collaboration with the Estonian, Latvian and Lithuanian radios. Printed student and tutor guides also support the course delivery. Face-to-face sessions are organised for introductory workshops to each module and for the final examination session. Asynchronous and synchronous consultations are available throughout the course duration to support the students' learning process.

The course is formally accredited as continuing education course as well as component of the accredited higher education degree programme at the Riga Technical University (LV) and as formal continuing education course at the Tallinn University of Educational Sciences (EE) and Kaunas University of Technology (LT).

In order to complete the course, students are expected to submit 13 written assignments (one for each module) and pass a final written and oral examination. After completion of the course students should be in a position to pass the British Council's PET (Preliminary English Test). Successful students will be awarded a certificate issued by the Riga Technical University of Latvia, the Tallinn University of Educational Sciences of Estonia and the Kaunas University of Technology of Lithuania.

Course characteristics:

No. of study hours:	234	**Delivery duration:**	6 months
No. of hours at distance:	200	**No. of face-to-face hours**	34
No. of modules/units:	13	**No. of tutors involved:**	3 (EE), 7 (LV), 3 (LT)
Language versions:	UK-EE/LV/LT	**Target countries:**	EE, LV, LT

Course development consortium:

National Extension College, Cambridge	UK
Riga Technical University (Contractor) (Phare ODL Study Centre)	**Latvia**
Kaunas University of Technology (Phare ODL Study Centre)	Lithuania
Tallinn University of Educational Sciences	Estonia

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Acronym:	**PEP**	**ETF Contract**	ETF/97/VET/0078
Subject area:	Palliative Care	**Subject links:**	Health Sciences
Course title:	Palliative Care Education Programme for Health Care Professionals		
Subject area:	Health Care		
Course Web:	**http://www.umfcluj.ro/pal/**		

Contact Person	Ms. Anna Bukovinszky		University Medical School of Pécs
Telephone:	+36-72-315 852		Centre for Postgraduate Education
Telefax:	+36-72-315 852	**Address:**	Szigeti út 12
E-mail:	anna@educa.pote.hu		H-7624 Pécs
			Hungary

Institution Web

Course summary:

The course is aiming at developing the theoretical and practical professional competencies in the area of palliative care within the health-care system (HCS)

The course curriculum is structured into 6 modules. Two compulsory modules - (1) and (2) - and one of four elective ones must be completed by each student for the certificate level or all four electives for the diploma level.

1. Palliative Care: Integral Component of Health-Care System
2. Professional Issues of Palliative Care
3. Coping with Suffering, Loss and Change
4. Maintaining Quality of Life with Distressing Symptoms
5. Challenging and Changing the Experience of Pain
6. Bereavement: Understanding Death and Grief

The course is designed for health-care personnel with diploma, i.e. physicians, social workers, nurses, physiotherapists, psychologists, pharmacists as well as chaplains and others dealing with palliative care.

The course is designed as traditional, correspondence-based, distance education using printed learning materials as basic medium. The delivery combines face-to-face sessions with self-study supported by asynchronous and synchronous consultations to support students' learning. Consultations are either based on face-to-face tutor support or communication by telephone, fax and e-mail. The course delivery is also supported with a study guide for each module, 4 video-films, an interactive multimedia CD-ROM and a resource book with case studies. An Internet Web page is published to provide information about the course.

The course will be delivered as a formal postgraduate continuing education programme by the University Medical School of Pécs (H) and the University of Medicine and Pharmacy of Cluj-Napoca (RO).

Within the regular course schedule students are expected to submit a written assignment (5000 words) for each module and pass a final examination to complete the course. The students who successfully complete the course will be awarded a Certificate issued by the University Medical School of Pécs (H) or the University of Medicine and Pharmacy of Cluj-Napoca (RO).

Course characteristics:

No. of study hours:	664	**Delivery duration:**	18 months
No. of hours at distance:	600	**No. of face-to-face hours**	64
No. of modules/units:	6	**No. of tutors involved:**	24 (H), 17 (RO)
Language versions:	H,RO,	**Target countries:**	CZE, SK

Course development consortium :

Technical University of Budapest (Phare ODL Study Centre)	Hungary
University of Dundee	UK
University Medical School of Pécs, Pécs (Contractor)	**Hungary**
University of Medicine and Pharmacy „Iuliu Hatieganu", Cluj-Napoca	Romania

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Acronym:	QCM	**ETF Contract**	ETF/97/VET/0076
Subject area:	Chemical Measurements	**Subject links:**	Engineering & Technology
Course title:	Quality of Chemical Measurements and Chemical Metrology		
Course Web:	http://www.chemmea.sk/		

Contact Person	Mr. Dusan Kordik		Chemmea Ltd.
Telephone:	+421-7-4552 2723		
Telefax:	+421-7-4552 1706	**Address:**	Vrakunska 29
E-mail:	kordik@chemmea.sk		SK-825 63 Bratislava
			The Slovak Republic

Institution Web http://www.chemmea.sk/

Course summary:

The course is aiming at developing professional competencies in the theoretical and practical issues of chemical measurement and quality control in accordance with the relevant ISO, EN and OIML requirements.

The course curriculum consists of 6 modules:

4. International System of Units of Measurements
5. Standardisation of Chemical Measurements
6. Inter-laboratory Comparative measurements
7. Evaluation Procedures
8. Accreditation & Certification of Chemical Labs
9. LIMS in Chemical Measurements

The course is designed for chemical quality managers, technical and executive quality control managers, laboratory staff and other professionals in sectors using chemical measurements like agriculture, food processing, medicine, pharmacy, environment etc.

The course is designed as the traditional distance education course using printed learning materials as the basic medium and printed learner/tutor guide for each module. The delivery combines the face-to-face sessions with self-study supported by asynchronous and synchronous consultations to support the students' learning. The consultations are either based on the face-to-face tutor support or telephone, fax, e-mail as a communication medium. The CD-ROM with electronic version of printed course materials is available. The Internet Web page for each module is published to provide information about the course and electronic version of the course materials.

The course is not formally accredited and is delivered as the continuing education course by Chemmea Ltd. (SK) and The Slovak Technical University (SK).

In the regular course schedule the students are expected to submit around 6 assignments in each module combined with the written examinations. The final project must be submitted to complete course successfully. The successful students will be awarded the certificate issued by The Slovak Technical University (SK) and Chemmea Ltd.

Course characteristics:

No. of study hours:	240	**Delivery duration:**	6 months
No. of hours at distance:	200	**No. of face-to-face hours**	40
No. of modules/units:	12	**No. of tutors involved:**	6 (SK)
Language versions:	SK, UK	**Target countries:**	SK

Course development consortium:

Chemmea. Ltd., Bratislava (Contractor)	**The Slovak Republic**
Jozef Stefan Institute, Ljubljana	Slovenia
Slovak Technical University, Bratislava (Phare ODL Study Centre)	The Slovak Republic
Wageningen Agricultural University, Wageningen	Netherlands

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Acronym:	**RAPIDITY**	**ETF Contract**	ETF/97/VET/0077
Subject area:	Information Technology	**Subject links:**	Information Systems & Technology
Course title:	Rapid and In-depth Introduction to Information Technology		
Course Web:	**http://rdesc.uni-plovdiv.bg/olist/courses/rapidity.htm**		
Contact Person	Mr. George Totkov		The University of Plovdiv
Telephone:	+359-32-268 636		Regional DE Study Centre
Telefax:	+359-32-268 636	**Address:**	24, Tzar Assen St.
E-mail:	totkov@ulcc.uni-plovdiv.bg		BG-4000 Plovdiv
			Bulgaria
Institution Web	http://rdesc.uni-plovdiv.bg		

Course summary:

The course is aiming at provision of an integrated introduction to information technology and computer science and to develop relevant theoretical and practical competencies.

The course curriculum consists of 3 modules structured into 30 units.

1. Computer Science: Overview
2. Information Technology: Overview
3. Computer Science & Information Technology: Applications

The course is designed for individuals who need to develop the professional background and practical skills in information technology and computer science. The course addresses students as well as adults and graduates who just entered to the labour market and need to develop and/or update knowledge and skills on the subject.

The course delivery is based on a combined method, using printed materials as well as electronic resources. Apart from specially designed textbooks for each module, printed materials consist of the student guide, tutor guide and course guide. Additional working printed manuals are produced for the students' homework to train in word-processing, spreadsheet and Internet-use skills. Manuals are also provided in electronic format on the diskettes. Electronic materials include 105-minute video-programme with practical video-lessons supporting all three modules. Two CDs, one containing multimedia study materials and the second the electronic version of printed materials, furthermore 5 FD fort students containing the computer-based self-assessment tests and 6 FD for tutors containing the software for the test generation are also developed. Five face-to-face sessions are organised during the start up, the introduction to each module (workshop) and the final examination session. Asynchronous and synchronous consultations are available throughout the course duration in order to support the students' learning process. Internet Web site with a course information homepage, study forum (discussion board) and other student and tutor support tools is also available.

The course is formally accredited as continuing education course as well as part of the accredited higher education degree programme at the University of Plovdiv (BG) and Vitautas Magnus University in Kaunas (LT).

Within the regular course schedule students are expected to submit 4 written task-oriented assignments. To complete the course the students must pass the final written examination. Successful students will be awarded a formal certificate issued by the University of Plovdiv in Bulgaria and Vitautas Magnus University in Lithuania.

Course characteristics:

No. of study hours:	240	**Delivery duration:**	12 months
No. of hours at distance:	192	**No. of face-to-face hours**	48
No. of modules/units:	3	**No. of tutors involved:**	8 (BG), 8 (LT)
Language versions:	BG, LT, UK	**Target countries:**	BG, LT

Course development consortium:

Maison des Sciences de l'Homme, Paris	France
University of Plovdiv, (Contractor) (Phare ODL Study Centre)	**Bulgaria**
Vytautas Mangus University, Kaunas	Lithuania

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Acronym:	**SPARROW**	**ETF Contract**	ETF/97/VET/0071
Subject area:	Energy Spare & Conservation	**Subject links:**	Environmental Sciences
Course title:	Development of Distance Education in Energy Spare and Conservation in Buildings Based on Advanced WWW Technologies		
Course Web:	http://smi.vmei.acad.bg/sparrow/		
Contact Person	Mr. Stancho Stamov		Technical University of Sofia
Telephone:	+359-2-878 774		Faculty of Power Engineering
Telefax:	+359-2-878 774	**Address:**	Studentski grad
E-mail:	sstamov@vmei.acad.bg ila@vmei.acad.bg		BG-1156 Sofia Bulgaria
Institution Web	http://smi.vmei.acad.bg		

Course summary:

The course is aiming at developing professional competencies in the area of energy spare and conservation with the specific focus on thermal applications including aspects of energy conservation management. A number of multimedia exercises giving possibility to simulate the processes with adjustable initial conditions are integrated in the course for the development of student's practical skills. Students can select either basic or advanced level of the course.

The course curriculum consists of 8 modules:

1. Thermal Insulation of Buildings
2. Space Heating and Hot Water
3. Thermal Plant in Small Enterprises
4. Air-conditioning
5. Lighting & Electrical Devices
6. Heat Control and Measuring
7. Thermal Solar Systems
8. Energy Conservation Management

The course is designed for professionals in construction and energy industry, entrepreneurs in small and medium enterprises, environmental professionals, managers of public and private organisations responsible for consumption of energy resources as well as people personally interested in the subject.

The course is delivered as a Web-based and/or CD-ROM-based multimedia interactive course with a virtual learning environment including integrated electronic course administration and student assessment system. The course can also be installed in the local Intranet. A printed learner guide, a tutor guide and an assessment guide support the course delivery. Face-to-face sessions and asynchronous and synchronous consultations are provided to support the students' learning. Consultations are based either on face-to-face tutor support or on communication by telephone, fax and/or e-mail.

The course is formally accredited as formal continuing education course or as part of the higher education degree programme at the Technical University of Sofia (BG). It can also be delivered as non-formal continuing education course certified by the Bulgarian National Energy Efficiency Agency, Sofia (BG). The course will be registered for the European credit transfer system (ECTS).

The assessment is based on the system of self-assessment tests (with self-grading allowing students to self-grade their knowledge). The students must pass the final written examination to complete the course successfully. The successful students will be awarded the formal certificate confirming the students' successful assessment issued by the Technical University of Sofia (BG) and/or by non-formal certificate issued by the National Energy Efficiency Agency, Sofia (BG).

Course characteristics:

No. of study hours:	80	**Delivery duration:**	15 weeks
No. of hours at distance:	60	**No. of face-to-face hours**	20
No. of modules/units:	8	**No. of tutors involved:**	5 (BG), 2 (FYROM)
Language versions:	BG, UK	**Target countries:**	BG, FYROM

Course development consortium:

Hogeschool van Utrecht	Netherlands
National Energy Efficiency Agency, Sofia	Bulgaria
Politecnico di Bari	Italy
Technical Educational Institute, Patras	Greece
Technical University of Sofia (Contractor)	**Bulgaria**
University „Sv.Kiril i Metodii", Skopje	FYROM

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Acronym:	**UNIPHORM**	**ETF Contract**	ETF/97/VET/0089
Subject area:	Geographic Information Systems	**Subject links:**	Information Systems & Technology
Course title:	Service for Training GIS Professional Technical Personnel in Open Systems		
Course Web:	**http://uniphorm.cslm.hu**		

Contact Person	Mr. Bela Markus		College of
Telephone:	+36-22-348 271		Surveying and Land Management
Telefax:	+36-22-327 697	**Address:**	Pirosalma u. 1-3
E-mail:	mb@geo.cslm.hu		H-8000 Szekesfehervar
			Hungary
Institution Web	http://geoinfo.cslm.hu		

Course summary:

The course aims to develop entry level theoretical and practical professional competencies in the field of open Geographic Information Systems (GIS).

The course curriculum is structured into 6 substantive sections together with resources and case studies:

1. Introduction to Open GIS
2. Open GIS Concepts
3. Object Oriented Systems
4. Spatial Referencing
5. Metadata
6. Managing GIS Systems
7. GIS Software
8. GIS Resources
9. Case Studies and GIS Data Base

The course is designed primarily for professionals, information specialists and managers of companies and institutions dealing with geographic information systems as well as for civil servants and decision-makers of regional authorities and services dealing with geographic analysis or planning.

The course is designed as an Internet Web-based course with a virtual learning environment including integrated electronic course administration, student assessment system and a GIS glossary. A CD-ROM based version of the course is also available. Course delivery is supported by a study guide and a case-study text. These are available both on the Web and in the electronic CD-ROM version. The delivery combines face-to-face sessions with self-study supported by asynchronous and synchronous consultations to facilitate students' learning. The face to-face sessions are organised for both start-up and end of the course.

The course is not formally accredited and will be delivered as non-formal continuing education course by the consortium and through UNIGIS training sites in Europe. (UNIGIS is a world wide consortium of universities providing postgraduate distance education in GIS at Diploma and Masters levels).

Within the regular delivery schedule students are expected to submit 2 written assignments (2000 words). In order successfully to complete the course students are also expected to submit a final project (5000 words), and defend it in a final oral examination. Successful students will be awarded a non-formal certificate confirming active and successful completion of the course issued by the UNIGIS Consortium and/or partners of the UNIPHORM course development consortium.

Course characteristics:

No. of study hours:	160	**Delivery duration:**	6 months
No. of hours at distance:	120	**No. of face-to-face hours**	40
No. of modules/units:	9	**No. of tutors involved:**	2(AT),6(H), 4(RO),2(UK)
Language versions:	H, RO, UK	**Target countries:**	H, RO

Course development consortium:

College of Surveying and land Management, Szekesfehervar (Contractor)	**Hungary**
Geographical Information System International Group (GISIG), Genoa	Italy
Manchester Metropolitan University	UK
Study Centre for Distance Education for Civil Society (CSODECS), Bucharest (Phare ODL Study Centre)	Romania
Technical University for Civil Engineering, Bucharest	Romania
University of Miskolc (Phare ODL Study Centre)	Hungary
University of Salzburg	Austria

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Acronym:	**VLE-ECADELL**	**ETF Contract**	ETF/97/VET/0085
Subject area:	Electronic Engineering	**Subject links:**	Engineering & Technology
Course title:	Development of a Distance Education Course on Electronic Computer Aided Design		
Course Web:	http://demlab.vmei.acad.bg/course		

Contact Person	Mrs. Elena Shoikova		Technical University of Sofia
Telephone:	+359-2-962 4049		Innovative C. f. ODL & Multimedia
Telefax:	+359-2-962 4049	**Address:**	Studentski Grad, Bld. 1
E-mail:	shoikova@vmei.acad.bg		BG-1797 Sofia
			Bulgaria

Institution Web http://demlab.vmei.acad.bg

Course summary:

The course is aiming at developing theoretical and practical professional competencies in the area of computer aided design (CAD) in electronics. In addition to the professional development orientation, the course is also focused on developing the professional English of students in the field.

The course curriculum is structured into 10 modules

4. Electronics CAD Methodology
5. Schematic Design
6. Bipolar Junction Transistors Modelling
7. Junction Field-Effect Transistor Modelling
8. MOS Transistor Modelling
9. FET/Bipolar Integrated Operational Amplifiers Macro-modelling
10. CMOS Integrated Operational Amplifiers Macro-modelling
11. Automated Measurements of Operational Amplifier Parameters
12. Analogue Circuits Design and Optimisation
13. Active Filters CAD

The course is designed for professionals in the electronic industry, undergraduate and postgraduate students as well as other individuals dealing with and/or interested in computer aided design in electronics.

The course is developed as an Internet Web-based and/or CD-ROM-based multimedia interactive course with an originally developed virtual learning environment including the course discussion board (Front Office) as well as integrated electronic course administration and the student assessment system (Back Office). Only two modules (8 and 10) are based on printed materials. A printed study guide, a glossary of terminology and 2 video-programmes support the course. Face-to-face sessions and asynchronous and synchronous consultations are used to support the students' learning process.

The course is formally accredited as continuing education course as well as a part of the accredited higher education degree programme at the Technical University of Sofia (BG) and the Technical University of Cluj-Napoca (RO).

Within the regular course schedule the students are expected to submit 11 written task-oriented assignments. To complete the course the students must pass the final written examination. A number of electronic self-assessment tests is available as part of the Web environment. Successful students will be awarded a formal certificate issued by the Technical University of Sofia (BG) and the Technical University of Cluj-Napoca (RO).

Course characteristics:

No. of study hours:	180	**Delivery duration:**	15 weeks
No. of hours at distance:	120	**No. of face-to-face hours**	60
No. of modules/units:	10	**No. of tutors involved:**	6 (BG), 2 (RO)
Language versions:	UK, (BG only guides)	**Target countries:**	ALB, BG, RO

Course development consortium:

Polytechnic University of Tirana (Phare ODL Study Centre)	Albania
Sigma-Delta Bulgaria, Sofia	Bulgaria
Technical University of Cluj-Napoca (Phare ODL Study Centre)	Romania
Technical University of Sofia (Contractor)	**Bulgaria**
University of Twente	The Netherlands

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Acronym:	**WAWAMAN**	**ETF Contract**	ETF/97/VET/0083
Subject area:	Management of Water Resources	**Subject links:**	Environmental Sciences
Course title:	Water Industry Development for the European Integration		
Course Web:	**http://www.oieau.fr/wawaman**		
Contact Person	Mr. Zbigniew Sobocinski		Gdansk Water Foundation
Telephone:	+48-58-305 5431		
Telefax:	+48-58-305 5430	**Address:**	Rycerska Str. 9
E-mail:	gwf@task.gda.pl		PL-80-882 Gdansk
			Poland

Institution Web

Course summary:

The course is aiming at developing knowledge and understanding for management of water resources as well as awareness about the impact of application of relevant EU regulations in the water sector.

The course curriculum consists of 5 modules:

1. Management of Water Resources: Global Approach using River Basin Management
2. EU Regulations on Water and Funds Searching
3. Drinking Water Treatment & Supply: Modern Technologies
4. Sewage System & Waste-water and Sludge Treatment: Modern Technologies
5. Optimisation of Costs of Water Services

The course is primarily designed for managers and professionals of companies and institutions dealing with management of water resources, sanitary inspectors as well as for suppliers of the technical equipment used for treatment of water.

The course is based on a combined method using printed materials and Internet Web site as information and learning support resource. The course delivery is also supported by printed study guide and 3 video-programme (10 and 15 minutes). Delivery is based on the self-study supported by asynchronous and synchronous consultations to facilitate students' learning.

The course is not formally accredited and will be delivered as non-formal continuing education course. Students are also entitled to choose only some modules.

The assessment scheme is basically based on self-assessment tests. The authorities of water management centres that are partners of the course development consortium will issue a non-formal certificate solely confirming participation in the course. The students can optionally choose to submit a final assignment (2000 words) to be awarded the certificate based on formal assessment.

Course characteristics:

No. of study hours:	170	**Delivery duration:**	6 months
No. of hours at distance:	170	**No. of face-to-face hours**	0
No. of modules/units:	5	**No. of tutors involved:**	5(CZ), 5(LT), 5(PL), 5(RO)
Language versions:	CZE,LT,PL,RO,UK	**Target countries:**	CZE, LT, PL, RO

Course development consortium:

Environmental Engineering Consultative Technical Centre, Vilnius	Lithuania
Gdansk Water Foundation (Contractor)	**Poland**
International Office for Water, Limoges	France
National Centre for Distance Education, Vanves	France
Romanian Water Services Committee, Bucharest	Romania
Technical University of Gdansk (Phare ODL Study Centre)	Poland
T.G. Masaryk Water Research Institute, Prague	The Czech Republic

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Acronym:	**WT DT 2000**	**ETF Contract**	ETF/97/VET/0084
Subject area:	Business German	**Subject links:**	European Languages
Course title:	Fit für Europa. Wirtschaftssprache Deutsch		
Subject area:	European Languages		
Course Web:			

Contact Person	Mrs. Irena Zavrl		University of Ljubljana
Telephone:	+386-61-1892 451		Faculty of Economics
Telefax:	+386-61-1892 698	**Address:**	Kardeljeva ploscad 17
E-mail:	irena.zavrl@uni-lj.si		SLO-1000 Ljubljana
			Slovenia

Institution Web

Course summary:

The course is aiming at developing the German language skills in writing and conversation in the area of management and business up to achievement of a level allowing the students to easily operate in the market

The course curriculum consists of 6 modules:

1. Introductions/Vorstellung /Kennenlernen
2. Business Communication/Burokommunikation
3. Market/Markt
4. Trade/Handel
5. Economy/Grundfragen der Wirtschaft
6. Banking/Geld- und Bankwesen

The course is designed mainly for students of economics, entrepreneurs and managers as well as other individuals, who want to develop/improve their command of German language in business applications

The course uses printed materials as basic learning resource and audiocassettes to support the audio component of the course. The CD with the electronic version of the printed materials is also available. Face-to-face sessions are organised weekly (2-3 hours/week), if needed. In order to support the students' learning process, asynchronous and synchronous consultations are available throughout the course duration.

The course is formally accredited as continuing education course as well as a part of the accredited higher education degree programme at the University of Ljubljana (SLO) and the University of Economics in Bratislava (SK).

In order to successfully complete the course students are expected to submit 6 written assignments (one for each module) and pass a final written and oral examination. Successful students will be awarded a certificate issued by the University of Ljubljana (Slovenia) and the University of Economics in Bratislava (Slovakia) and the official internationally recognised diploma Österreichische Diplom Wirtschaftsdeutsch issued by ÖSD (Österreichische Sprachdiplom Deutsch), Vienna (A).

Course characteristics:

No. of study hours:	240	**Delivery duration:**	6 months
No. of hours at distance:	168	**No. of face-to-face hours**	72
No. of modules/units:	6	**No. of tutors involved:**	2 (A), 4 (SK), 4 (SLO)
Language versions:	D	**Target countries:**	A, SK, SLO

Course development consortium:

University of Economics, Bratislava	The Slovak Republic
University of Klagenfurt, Klagenfurt	Austria
University of Ljubljana (Phare ODL Study Centre)	**Slovenia**

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EUROPEAN STUDIES PROGRAMME 5

In the framework of the Phare Multi-Country Programme for Distance Learning a comprehensive European Studies Programme has been developed by three EU consortia, with courses on European legislation in the areas of occupational safety and health, public procurement and water management. Given the political importance of these topics in the European Union Member States, the modules aimed at contributing to accession preparation of the candidate countries.

All three projects started in summer 1998 with the development of 3 train-the-trainer courses. The courses focused on the most important elements of the respective framework directives and their consequences for implementation in the workplace. The curricula also included an introduction to key principles of adult training, including distance training applications. With the objective to stimulate a multiplier effect within the ten candidate countries representatives from the following categories were invited for course participation: policy developers, decision makers and trainers from public and private organisations, managers from enterpises, local and regional authorities, social partners.

The courses were made available from spring 1999 onwards to a total of 150 participants. All three courses deployed open and distance learning methods, to include self-instructional printed and electronic learning material, WorldWideWeb and Internet based learning resources and communication tools, residential seminars and tutorial sessions in the candidate countries. The average study work-load amounted to 90 hours over a period of 3 calendar months.

By 15 November 1999, 110 participants shall have concluded the European Studies Programme, out of which 65 in occupational safety and health, 25 in water environmental management, 20 in public procurement. They will receive certificates signed by the respective consortia.

All three projects were guided and monitored by international Steering Committees comprising the following institutions:

- Health & Safety at the Workplace : the European Trade Union Confederation (ETUC), the Union of Industrial and Employers Confederation of Europe (UNICE), the European Agency for Safety and Health at Work and the European Training Foundation.
- Water Management : the European Agency for Environment and the European Training Foundation.
- Public Procurement: OECD SIGMA, International Labour Organisation and the European Training Foundation.

The European Studies Programme has been highly evaluated by its participants. With regard to a follow-up all National Contact Points for Distance Learning in Central and Eastern Europe will be offered license agreements for the course materials during the next three years.

Contact person for the European Studies Programme is Ulrike Damyanovic, Deputy Head of Development Unit (for contact details, see Contact Information – Chapter 7)

Training of Trainers in Public Procurement for Central and Eastern Europe

By *Mr. George Jadoun*
Chief, Procurement and Project Management Programme.
International Training Centre of the ILO, Turin

Background for the Course
The pilot project for development and delivery of a distance-learning course for "Training of Trainers in Procurement of Services according to European Community (EC) Directives" is a joint initiative of the European Training Foundation, the Programme of the Organisation for Economic Co-operation and Development for "Support for Improvement in Governance and Management in Central and Eastern European Countries" (*OECD/SIGMA*) and the "International Training Centre of the International Labour Organisation" (*ILO/TURIN*). This course forms part of the European Studies Programme of the Phare Multi-Country Programme for Distance Learning. It is based on a modular package in public procurement developed under a joint OECD/SIGMA - ILO/TURIN project undertaken during 1995 - 1998 and covers the whole spectrum of competencies needed for procurement management in the public sector. It has been launched as an Open Distance Learning course covering the policy framework and organisation of public procurement as well as management of the procurement process for services.

Public procurement expenditure constitutes a sizeable proportion of the gross domestic product in all countries - hence its strategic importance to national development and good governance. Countries in Central and Eastern Europe working towards integration into the European Union need to implement the EC Directives in their national public procurement legislation. In parallel these countries need to put in place national public procurement training programmes with the aim of bridging the current deficit in the numbers of competent public procurement trainers available to train their civil servants in the successful operation of the new public procurement regime. This

Open Distance Learning course for "Training of Trainers" serves to contribute to this effort in a cost-effective manner using the possibilities of Information and Communications-based Technologies.

The course was launched on 17 June 99 with a duration of five months ending on 15 November 1999.

Course Content
The course was developed in a modular structure that will provide for competency-based training in the following areas:

- *Module 1: "Public procurement: introduction, principles and institutional framework";*
- *Module 2: "Managing the procurement process";*
- *Module 3: "Tendering for services" (EC Directive 92/50/EEC as amended by European Parliament and Council Directive 97/52/EC of 13 October 97);*
- *Module 4: "Fraud and corruption in procurement".*

It is subdivided into twenty-two (22) learning sessions each featuring course subject-matter, self-assessment exercises, solution of case studies and other application assignments.
Examples of best practices compatible with European Union (*EU*) procurement legislation are explored for possible adaptation to the national environment.

A module on training design and delivery skills is also provided to enhance the competencies of course participants as future trainers.

Target Beneficiaries
The participants are:

- procurement trainers from national institutes like universities, business schools, civil service colleges and non-governmental organisations (*NGOs*);
- public procurement practitioners at central or regional level;
- officials of the Public Procurement Offices / Ministries of Finance.

In total thirty-six (*36*) participants from thirteen (*13*) Central and Eastern European (*CEE*) countries were enrolled to participate in the course.

Learning Objectives
At the end of the course, participants will be able to customise, update, deliver and evaluate CEE training programmes for the procurement of services in accordance with the requirements of EC Procurement Directives whether in "distance learning" or "face-to-face" situations.

More specifically, the target group will become proficient trainers in the following knowledge areas:
- principles and current trends in the management of public procurement as well as design options for the institutional structure of public procurement;
- procurement planning;
- procedures for contracting of services, including consultancy services;
- contract administration for services;
- planning for the convergence of national procurement legislation to conform with the requirements of the EC services Directives;
- major risks of fraud in procurement operations in the CEECs and recommended procedures to detect and prevent fraud and corruption in line with existing law;
- training design and delivery skills in face-to-face training and distance learning situations.

Course Design, Delivery, Tutoring, Methods and Media
The course will utilise, to the extent possible, the distance learning infrastructure (*forty study centres*) established by the Phare Multi-Country programme for Distance Learning in CEE countries.

The course duration is twenty-two (*22*) weeks. During this period, participants are invited to Turin twice, once to launch the programme in mid-June 1999 (*a two-day event*) and the second time to present and defend their individual projects and to attend presentations by ILO/TURIN training methodology specialists on training design and delivery skills (*08 - 12 November 99*). In between the participants will be engaged in distance learning for sixteen (*16*) weeks and in the preparation of their individual projects for four (*4*) weeks. A two-day study visit to an EU Member State will be incorporated within the programme of the second visit to Turin. The study visit will aim to acquaint the participants with the organisation and delivery of public procurement training in the host country.

The course is delivered using the following media:
- *paper-based materials:*
  - a learner guide;
  - a tutor guide;
  - a textbook (in four modules) designed for self-study;
- *on-line materials:*
  within the ILO/TURIN's Web site, a Web page is built for this course. Participants will have access to this Web page, through a given password, which will feature the following:
  - a Bulletin managed by the tutors for dissemination of information to the participants;
  - the course modules;
  - e-mail contact with the tutors and an electronic forum for real-time discussions with tutors and other participants. It also serves as a vehicle for requesting and/or sharing information;
  - links are incorporated with other existing Web sites of the EU Phare Programme, OECD/SIGMA, SIMAP and other pertinent resources on the Internet;
- *CD-ROM:*
  it will include the course contents as in the on-line version but with enhanced graphics and incorporate possibilities for a print function. The CD-ROM will provide for flexibility, speedy navigation and reduction in communication costs.

Continuous evaluation of learning achievement is provided through solution of session assignments (lesson pedagogy) and interaction with tutors while final evaluation will be based on the development of customised training materials (project pedagogy). An impact evaluation of the programme will be carried out six months after the finalisation of the course to determine the extent and effectiveness of downstream training by the project-trained trainers.

Learner Pre-requisites, Study Workload
Participants will be expected to meet the following requirements:

- have the ability to read and write English on an intermediate level - *all communication will be in English*;
- have at least one-year experience in public or private sector procurement;
- be computer literate on an intermediate level;
- be willing to commit themselves to perform as future trainers for public procurement staff in their countries;
-
- represent one of the earlier mentioned target groups;
- have the full agreement of their organisation for taking part in this course and for downstream delivery of national training.

Start and End Time, Certificate
The course will be delivered as of 17 June 99 and will be completed by 15 November 99.
In order to obtain certification from OECD/SIGMA and ILO/TURIN as trainers for the procurement of services, the participants will have to finalise their individual projects under the guidance of their tutors and to submit these to an evaluation committee composed of procurement specialists from ILO/TURIN and OECD/SIGMA.

THE EU DIRECTIVES IN THE WATER SECTOR

By *Dr Tim Lack*
Manager
European Topic Centre on Inland Waters, United Kingdom

General Background to the Project
This is a time of great changes in Europe. In the countries of the European Community there has been a recognition that Directives aimed at protecting the water environment have been developed in a relatively piece-meal (or ad hoc) fashion over the past 25 years or so and that there is a need for some broader consolidation or integration of these Directives. This has resulted in a proposal from the European Commission to the

Member States for a Water Framework Directive. Once accepted this Directive will establish an integrated system for all inland waters (surface and underground), and for coastal waters, aimed at preventing further deterioration. The Directive will require Member States to manage and co-ordinate efforts at the River Basin level. The process of enlarging the European Union by including the countries of central and eastern Europe poses additional challenges. The water sector will be the most difficult to bring into conformity with the European Union's policies and laws because of the fundamentally different way in which water and the environment was managed under previous administrations. The ***approximation*** of the legal and institutional systems (i.e. bringing them into conformity with those of the European Union) is underway for the countries in the ***accession process*** and this training project is aimed at supporting those countries by providing details of all existing water legislation, the proposed new Directive, and through open and distance learning tools and techniques to bring about a greater understanding of the issues and the practicalities of implementing and enforcing them.

Context
This was a pilot project to test the feasibility and applicability of Open and Distance Learning (ODL) tools and techniques in the field of the water environment and how training products and services could be developed to support EU approximation training requirements. The project was carried out in the framework of the Phare Multi-Country Programme for Distance Learning which has been managed by the European Training Foundation.

The purpose of EU policy in the water sector and embodied in the proposed Water Framework Directive is to establish an integrated system for the protection of inland surface water, groundwater, transitional waters and coastal waters in order to prevent further deterioration and to enhance the

status of aquatic ecosystems and those terrestrial ecosystems directly dependent upon them. It requires the achievement of 'good status of water' for all surface waters and groundwaters unless it is impossible or prohibitively expensive. It also promotes the concept of sustainable water use based on the long-term protection of available water resources.

The Water Framework Directive therefore contributes to the provision of a supply of water of the quality and in the quantity needed, for sustainable, balanced and equitable use of the resource. It supports the protection of transboundary, territorial and marine waters and the achievement of the objectives of international agreements to prevent and eliminate pollution of the marine environment.

A key feature of the proposed Directive is that it requires Member States to manage and co-ordinate administrative arrangements at the River Basin level or, in the case of small River Basins, to aggregate into River Basin Districts.

EUROWATERNET is the data and information gathering and reporting network being implemented in the EU countries by the European Topic Centre on Inland Waters (ETC/IW) on behalf of the European Environment Agency (EEA) and its Member Countries. As well as delivering data and information to meet the needs of the EEA, there is considerable interest and support in the use of EUROWATERNET as a reporting mechanism for the proposed Water Framework Directive.

Course Development and Trainers
The training was developed and delivered by partners of the European Topic Centre on Inland Waters (ETC/IW) which is an international consortium of experts in the water environment selected by the European Environment Agency (EEA) to carry out the inland waters section of its Multi-Annual Work Programme. The ETC/IW have a detailed operational knowledge of the EU Directives and other legal instruments in the water sector and how countries can best comply with them and fulfil other national and international monitoring and reporting obligations. In addition, the ETC/IW has been working closely with the Commission, the successive Presidencies of Luxembourg, United Kingdom and Austria and the national expert groups on the development of the Technical Annexes of the proposed Water Framework Directive which are the vital components that give guidance to Member States on how the concepts of the Directive are to be made operational.

Target Groups
The participants were drawn from the public authorities which have responsibility for managing water resources (quality and quantity, groundwater and surface waters) at the trans-national and national levels. For this pilot project the initial focus was on National Focal Points (one in each country and possibly a deputy) and National Reference Centres (around four from each country covering surface and groundwaters, quality and quantity). This gave a total trial population of around 25 trainees who were trained as trainers to deal with the River Basin or River District levels in each country.

Participants represented the following functions:

- Policy developers and decision makers from national level (e.g. the NFPs)
- Water quality managers at the national and regional levels;
- Water resource managers (i.e. water quantity) from national and regional hydro-meteorological institutes.

Learning Objectives
After this pilot project, train-the-trainer course, all participants should be able to design, develop and deliver specific workshops or training courses for their own institutions or for regional and local regulatory authorities in the area of European Union water legislation, taking into account the proposed Water Framework Directive. The participants were briefed in the operational requirements of the legislation and how compliance is to be achieved in the most cost-effective way. The participants became also familiar with Internet based communication technologies and how these can be used to be kept up to date with latest developments.

Course Design, Delivery and Media Used
The course was designed and delivered as a highly interactive ODL programme. The course consisted of a Curriculum divided into Modules which were relatively self-contained but inter-linked and

referenced electronically. In the most important and largest Modules there were a number of Study Units which dealt with topics individually. This allowed particular attention to be focused on these key areas and by the use of computer assessed responses to questions, allowed the trainees to be informed of their progress and shortcomings and allowed the tutors to monitor the comprehension of key issues. It integrated self-study with tutor-supported activities and it facilitated the organisation of trainees in national and international study groups.

Study groups were set up on the ETC/IW EIONET (Environmental Observation and Information Network) server and students had access to this through normal email connections and through the Phare Distance Education Centres.

This course relied heavily on electronic methods for delivery of course material and relevant assignments. A key part of this was to use the computer infrastructure put in place for the EIONET. The EEA EIONET group is connected electronically through a network of servers in each country and at each Topic Centre through its groupware known as CIRCLE. This is an important collaboration between institutions of the Commission and in this context it is important to note that the provision of EIONET software and hardware has been done through the offices of DGIII and its Interchange of Information between Administrations (IDA) Programme.

The EIONET server already supports much of the functionality required to support distance learning. It also allows for:

- libraries of all course materials to be held for downloading
- discussion fora to be set up for each module, these can be mediated by tutors
- updating of course material
- posting of assignment results

Core Course Material on CD-ROM and Paper

- Student's text book containing all Modules and Study Units
- The text of the Water Framework Directive and Annexes
- The text of the 11 directives covered under the Framework
- The design of Eurowaternet (text of ETC/IW Topic Report No.10/96)
- Design Guide for Eurowaternet (text of ETC/IW report produced for EEA Member Countries).

Core Course Material on the Web

Mirrors of the CD and paper information have been placed on the ETC/IW EIONET Server. Full access to this has been given to all trainees. This will allow for rapid and efficient updating and enlarging of the Core Course Material. Students could download and print material according to need or preference. The advantages of Web based material is that it is highly interactive and available in colour without undue expense.

The course also included two residential seminars and tutorial sessions in each of the beneficiary countries, one at the beginning of the course and one mid-term, each lasting 2-3 days.

Participant Pre-requisite

Selection of participants was carried out with the full support of the National Focal Points in each country. The participants had to be able to read and speak English well and to write English at intermediate level and be computer literate at intermediate level. They had to have the full support of their line manager for taking part in the course and were given suitable time allocation for further downstream training activities. They had to have easy access to the nearest Phare Distance Education Study Centre.

Start and End Dates

The courses started in June 1999 and was completed by the end of September 1999

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GOSH - HEALTH AND SAFETY AT THE WORKPLACE

By Mr. Jan Michiel Meeuwsen
Senior consultant on Occupational Safety and Health.
TNO Work and Employment, The Netherlands

Background for the Course
An open and distance learning course on the topic of occupational safety and health was organised as part of the European Studies Programme. The project 'Prevention of damage to workers' health is an important issue in EU-policy. Apart from the individual human trauma, the socio-economic costs of poor performance in occupational safety and health are high and threaten Europe's competency in a global economy. Countries in Eastern Europe are likely to adopt this EU-policy, especially those, which are on the threshold of future accession to the European Union.

The course was made available from April 1999 onwards. It focused on the most important elements of the Framework Directive on Occupational Safety and Health and its consequences for safety and health in the workplace. Approximately 70 participants from ten applicant Eastern

European countries participated. These countries included: Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovakia and Slovenia.

Course Content
The course provided a broad knowledge of the Framework Directive on Safety and Health of Workers at Work (Council Directive 89/391/EEC of 12 June 1989). All the relevant elements were covered, including obligations for employers and employees, risk assessment and an introduction to the development of sound safety and health policy based on the Framework Directive's basic philosophy.

Assignments during the course focused on best practice in the implementation of EU Health and Safety Policy prerequisites in the participants' home countries. The basic knowledge and skills in teaching and training methods required to develop courses were also provided. An important assessment of the participants' progress was the design and presentation of his or her own short course on this topic to colleagues and other interested parties in Central and Eastern Europe.

Finally, through this course, participants were introduced to the Internet based networks of OSH-experts and OSH-institutions (OSH = Occupational Safety and Health) who are working and communicating with one another within Europe and on global scale.

Target Groups
In order to stimulate a multiplier effect within the ten applicant Eastern European countries representatives from the following categories were invited:

- policy developers, decision makers and trainers from public and private organisations representing employees
- policy developers and decision makers from ministries and inspectorates
- health and safety managers from individual enterprises
- trainers from professional training providers in OSH

Learning Objectives
After the course all participants will be able to design and develop specific workshops or training courses for their own organisations on topics, which may include:

- the objectives and the structure of the Framework Directive
- the understanding of the *acquis communautaire* and the procedures through which European Union legislation is adapted and implemented at member state level
- the roles and responsibilities of the social partners and the individual companies in the implementation of health and safety policies
- a comparison of Eastern European legislation with EU legislation and the implications for strategies and operational plans for improving health and safety measures in the work-place in the participants' home country

The participants will also be able to work with Internet based communication technologies in order to keep themselves informed of the latest developments in the field of occupational safety and health in Western Europe and other countries.

Course Design, Delivery and Tutoring Methods, Media to be Used
The course was delivered through the Internet. Participants downloaded course modules and assignments from the project's own home page. Tutors in Western Europe were consulted through this home page. An e-mail discussion list was organised for all participants of the programme. Via the home page interesting links were offered to other OSH-sites and some of the assignments had to be performed through Internet searches, others could be performed individually or in the learner group of the participants' home country.

Distance education centres in all Central and Eastern European countries appointed a special liaison officer for this course where participants could ask questions concerning the use of e-mail, Internet, etc.

For each national group in one of the countries two residential tutorial seminars of 2 days were organised by OSH-experts from the European Union. During these seminars the results of assignments were discussed and additional skills developed.

Learner Pre-requisites, Study Workload
Participants were expected to meet the following requirements:

- have the ability to read and write English on an intermediate level - all communication will be in English -
- be familiar with the field of occupational safety and health
- be computer literate on an intermediate level
- be willing to use the outcomes of the course in his or her own work
- represent one of the earlier mentioned target groups
- have the full agreement of his or her line manager for taking part in this course

The average study workload was calculated to be 80-90 hours over a period of 3 calendar months. Participants should have access to a modern computer (minimum spec. Pentium, 32 Mb RAM with Internet access) either at home, at work or through one of the distance education centres.

Start and End Time, Certificate
The course started mid April 1999 and finished in June/July 1999.
All participants who finished the course successfully received a certificate endorsed and signed by the European Trade Union Confederation and the Union of Industrial and Employers Confederations of Europe.

Follow-Up
The programme was highly evaluated by the participants. All National Contact Points for Distance Education in Central and Eastern Europe will be offered a license agreement for the GOSH materials during three years plus an additional budget to translate the materials. The course materials will be published on CD Rom and as a course book. The participants' discussion list will be continued after the project.

STRATEGIC STUDIES 6

The third pillar of the Phare Multi-country Programme for Distance Education concerns the strategic assessment of the further development of ODL in Central and Eastern Europe. Two studies have been launched with the purpose of supporting the Phare countries and the institutions participating in the Programme in their mid- to long-term planning. The studies will be completed in November 1999. The results are not available at the time of print.

STRATEGIC STUDY ON LEGISLATION, ACCREDITATION, RECOGNITION AND QUALITY ASSURANCE METHODS APPLIED TO OPEN AND DISTANCE LEARNING IN CENTRAL AND EASTERN EUROPE

The objective of this project is to promote and support a joint policy dialogue on open and distance learning among the Phare countries themselves and with the EU Member States. The purpose of the study is to enable institutions and authorities in the Phare countries to share information and experience concerning legislation and accreditation initiatives and systems which are relevant to the further development of ODL in the region as a whole, as well as in each individual Phare country. It should enable national and regional authorities to assess their own legislation, accreditation and recognition initiatives in the context of related initiatives in the European Union. It should identify best practices in ODL legislation, accreditation and recognition. Overall, the study should help national and regional authorities in the Phare countries to accelerate ODL policy developments. It is particularly important that the study will support the positioning and consolidation of ODL in national legislation on post-secondary education and training. The study finally should provide guidelines for quality assessment methods related to the accreditation and recognition of ODL programmes.

As part of the study a series of analyses will be carried out:

- Analysis of existing and/or planned national legislation and accreditation and recognition systems relevant to ODL in the Phare countries, on background of similar legislation and accreditation developments in the European Union;
- Identification of areas where further legislation is needed and/or where accreditation and recognition of ODL needs to be furthered and consolidated;
- Analysis of a representative sample of best practice case stories on implementation of accreditation and recognition of ODL in the Phare countries, using existing ODL course and programmes.
- Development of guidelines and models on how to access quality of ODL offerings and programmes.
- Development of scenarios and models for bi- and/or multi-lateral accreditation and credit transfer within ODL programmes among institutions in the Phare region and in the EU;
- Identification of initiatives and developments which will increase and consolidate trans-national compatibility of ODL accreditation and recognition systems in the Phare region with similar systems in the European Union.

The study is undertaken by the Quality Support Centre at the Open University, United Kingdom.

STRATEGIC STUDY ON INFRASTRUCTURE AND MARKET DEVELOPMENTS RELATED TO ODL IN CENTRAL AND EASTERN EUROPE

Information and communications technologies (ICT) will play an increasingly important role in modern ODL. In all Phare countries there is a need for planning instruments, which can help education and training providers to set up strategies and plans for infrastructure investments. ICT investments must correspond to and be justified by the developments in the post-secondary education and training markets. It is expected that this study shall result in a robust planning and implementation platform for decision-makers at national, regional and institutional levels concerning mid- and long-term ICT strategies in ODL.

As part of the study a series of analyses will be carried out:

- An analysis of the most significant and the most likely investments and developments in ICT infrastructures at the national, regional and institutional levels in each of the partner countries (within a 5-year horizon);
- A 5-year forecast of the most significant changes in the various sectors and markets for post-secondary education and training;
- A realistic assessment of the potentials for ICT-based open and distance learning in the developing markets for post-secondary education and training;
- Identification of the areas and target groups which best match open and distance learning;
- A global survey of state-of-the art ICT technologies and methods in open and distance learning and a careful assessment of what technologies and methods can be applied successfully in the partner countries;
- Development of robust action strategies for the application of ICT to open and distance learning in countries and regions with old and scarcely distributed infrastructures and constrained economies;
- Proposals and strategies for the enhancement of existing open and distance learning methods and provisions in the partner countries through strategic alliances and joint ventures with EU institutions and organisations and participation in EU programmes.
- A selective and annotated bibliography of the most important and recent European and international studies in the fields of educational technology, infrastructure developments and training needs.

The study is undertaken by Eurostrategies sprl, Belgium, in partnership with PLS Consult, Denmark.

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